

**THE
TUTOR IN ADULT EDUCATION**

**AN ENQUIRY INTO THE PROBLEMS OF
SUPPLY AND TRAINING**

**PUBLISHED BY THE
CARNEGIE UNITED KINGDOM
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THE TUTOR IN ADULT EDUCATION
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OF SUPPLY AND TRAINING

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BRITISH INSTITUTE OF ADULT EDUCATION
39 Bedford Square, London, W.C. 1

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22 St. Mark's Crescent, London, N.W. 1

THE TUTOR IN ADULT EDUCATION

AN ENQUIRY INTO THE PROBLEMS
OF SUPPLY AND TRAINING

A Report of a Joint Committee appointed
by the British Institute of Adult Education
and the Tutors' Association

PUBLISHED BY
THE CARNEGIE UNITED KINGDOM TRUSTEES
COMELY PARK HOUSE, DUNFERMLINE
1928

THE TEACHER
IN ADEPT ACTION

BY
J. H. B. HARRIS

A Report on a Year's Observations
in the British Institute of Adult Education
and the Young Men's Association

Printed in Great Britain by T. and A. CONSTABLE LTD.
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† Mr. Mactavish resigned from the Committee on relinquishing his post as General Secretary of the W.E.A.

NOTE BY THE CARNEGIE UNITED KINGDOM TRUSTEES

THE Trustees, recognising the importance in adult education of the problem of the Supply and Training of Tutors, have gladly responded to the suggestion that they should give some financial assistance to the Committee appointed by the British Institute of Adult Education and the Tutors' Association to enquire into and report upon this question. They are satisfied that the Report of this Committee constitutes an important contribution to the study of the problem. They therefore hope that it will have a wide circulation, and be carefully considered by all concerned.

They feel it only right to state : (1) that the responsibility and the credit for the results of the Enquiry belong solely to the Committee, (2) that they are not themselves necessarily committed to any particular recommendations, and (3) that the publication of the Report must not be held to indicate that they are prepared to set aside an allocation for the purpose of extending their own Adult Education policy.

J. M. MITCHELL,
Secretary.

September 1928.

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PREFACE

EARLY in 1926 a deputation visited the President of the Board of Education to press for increased Government aid in the expansion of adult education. Lord Eustace Percy then raised the question whether, if such expansion took place, an adequate supply of qualified tutors would be available. He thus forced attention to an issue of which the urgency had been for some time increasingly clear. As a result of this and of various informal discussions which took place during the next few months, the present Committee of Enquiry was set up jointly by the British Institute of Adult Education and the Tutors' Association to enquire into the problem of the Supply and Training of Tutors for Adult Education.

The Committee soon found that it had embarked on an enquiry of wide scope. In the early days of the movement the arrangements for the supply of tutors were necessarily somewhat haphazard, and the teaching of adult classes was only a part-time occupation. It is clear that the voluntary teacher must now as much as ever play an essential part in the movement ; but it is also clear that, in its present phase, one condition of a satisfactory supply is a large increase in the number of paid, and especially of whole-time tutors. So the Committee was faced with the problem—Can the right men and women in sufficient numbers be induced to take up the work, either voluntarily or on a paid part-time basis, or as a salaried occupation ?

This Report, being concerned with the supply and training of tutors, does not present a complete or balanced picture of the adult educational movement as a whole. It deals of necessity far more fully with some aspects than with others. In particular, while the Committee has been led, in order to deal adequately

with its main theme, to discuss in some detail the adult educational work of Universities and Local Education Authorities, the Report presents a far less complete view of the work of the voluntary associations. One reason for this is that the former are, with the Board of Education, the main bodies concerned in providing the financial resources required for the development of adult education. Lest, however, this emphasis, arising directly out of the scope and character of the Report, may be open to misunderstanding, it seems desirable to state here, as we have stated at greater length in the Report itself, that all the members of the Committee are fully alive to the paramount importance of preserving the voluntary character of adult education, and of strengthening and upholding the independence and responsibility of the voluntary educational associations which have been the chief instruments of its growth. In this, as in many other matters dealt with in the Report, we are glad to find ourselves in full agreement with the *Report on Pioneer Work* recently prepared by the Adult Education Committee of the Board of Education.

When the course of our enquiry has seemed to demand it, we have not scrupled to travel rather far afield. If the services of first-rate tutors are to be attracted and retained, their status and remuneration must be satisfactory ; and so we have had to enter on the questions of the finance of adult education, of the relation of the teacher to the administrator and, in connection with the large number of tutors employed by Universities, on questions of organisation. Again, if ex-students are successfully to be employed as tutors, the problem of their training involves enquiries into the conditions of entry and the courses open to adult students at Universities and the financial support available. Yet, again, since some tutors are employed, and many more are partly subsidised, by Local Education Authorities, we have found it necessary to consider the organisation of the adult work of Local Education Authorities. We present the results of this part of our enquiry in greater detail than other sections of our Report, since, so far as we are aware, the information we have obtained is not easily accessible elsewhere. But throughout,

it is our aim simply to consider how an adequate supply of first-rate tutors can best be assured, for on that, more than on any other factor, the immediate future of adult education seems to depend.

It will be seen that the members of the Committee are connected with organisations of widely varying experience in the field of adult education. The names of these organisations are given in order that it may be seen what is the experience here represented. But it must be clearly understood that all members of the Committee have taken part in the discussions, and have signed the Report, in their personal capacity only, and that their signatures in no way commit the bodies to which they belong to any approval of the views here expressed. Inevitably on a Committee representing so many divergent interests and points of view, the Report is on a number of issues something of a compromise.

When the enquiry was proposed it was clear that it would cost a considerable sum. The question of ways and means, therefore, came under consideration, and the Committee is especially grateful to the Carnegie United Kingdom Trustees, whose generous grant made the investigation possible, and who have taken full financial responsibility for the printing of the Report. By their interest and encouragement at every stage, the Trustees have expressed their sense of the importance of the subject under investigation.

The Committee has been fortunate in securing the assistance of a large number of bodies and individuals who have supplied information or given evidence. The Extra-Mural officers of all the Universities in England, Scotland, and Wales, have submitted material. The contribution of the Local Education Authorities is shown by the amount of information given in Appendix H, while all the major voluntary organisations concerned with adult education have likewise been invited to give evidence. The Committee was also fortunate in that the Board of Education appointed Mr. Joseph Owen, H.M.I., to attend its meetings and advise.

The Committee desires to express most warmly its gratitude

to its secretaries, Professor T. H. Searls and Mr. R. S. Lambert, to Miss G. M. Colman, who has acted as secretary to certain of the sub-committees; and to the staff of the British Institute of Adult Education, on whose shoulders a very great part of the labour of preparing the Report has fallen. It is only their un-failing energy and enthusiasm which have made its production possible.

W. H. MOBERLY,

Chairman of the Committee.

September 1928.

CHAPTER I

SOME CHARACTERISTICS OF ADULT EDUCATION

Its Aim

THE aim of adult education is not to give the student a better place in the labour market, but to give him the opportunity of living a fuller and more interesting life, and to equip him for a more intelligent citizenship. Adult education is indeed infinitely varied. If, at one end, it includes the intensive study of Plato's *Republic* or Marx's *Capital*, at the other it has room for classes in Carpentry and Horticulture; and in future it is likely that the proportion of classes of the latter kind will increase. But even here the primary object is not that the learner shall earn a higher wage, nor even that the community shall be supplied with better professional carpenters and gardeners; but that the learner may enrich his life by finding new interests and new means of self-expression.

Although the reasons for which students enter classes are far from clear-cut, two chief motives are to be discovered behind the demand for adult education to-day. The first is individual. It is a desire for self-development resting on an intensified sense of human personality and its claims. Of late years, and especially since the War, there has been a wide-spread dissatisfaction based on the consciousness of powers unexercised and unrealised through the lack of opportunity. This is reflected in a notable shifting of emphasis in the character of our industrial discontent. The demands of the wage-earner are less exclusively concerned with wages: questions of status and hours are becoming of equal importance. The force of the demand for a short working-day is not due merely to a desire for rest. The more mechanical the work of the factory-hand and the more drab his physical surroundings, the more does his ability to lead a satisfactory human life depend on his possession of adequate leisure and his power to put that leisure to worthy uses. So the

The motives
for adult
education.
(1) Indi-
vidual.

demand for adult education is part of a demand of the unprivileged for a share in the good things of life ; for that opportunity of exercising their powers of appreciation and of construction which has hitherto been the monopoly of " the educated classes." In short, it is a new form of the old demand for the Rights of Man, and particularly for the right to the pursuit of happiness, coupled with a conception of the sources of happiness which is more liberal than is sometimes supposed. It is a demand which neither creature-comforts such as " beer and baccy," nor such recreational interests as football and cinemas, come near to satisfying.

(2) Corporate.

The second chief motive in adult education is corporate. It is a passion for social improvement based on a quickened sense of social solidarity, together with a growing conviction that, whether knowledge is power or not, it is at least an indispensable condition of power. " If you want to make the world better, you must first understand it." There is thus a growing desire on the part of many men and women for further education in order that they may be able to discharge more intelligently their responsibilities as citizens. At present they are conscious that as citizens in a democracy they have an authority which they must either exercise almost blindly, or refrain from exercising at all. They are eager, therefore, to gain some understanding of the social order and of the causes which have made, and are making, it what it is, just because so much in that order seems to them to show a general failure in social control, and they will not surrender the hope that such control can be achieved.

When Robert Lowe had failed to prevent the extension of the franchise, it was in bitter irony that he said, " Now we must educate our masters." But he did not anticipate what we see to-day—the growing determination of these new " masters " to acquire that education without which, they feel, their mastery must be either a sham or a danger to all concerned.

Its Historical Background

A fairly full account of the history of adult education in this country is given in the Adult Education Report of the Ministry of Reconstruction, 1919, and the changes of the last few years

are described in the Adult Education Committee's *Report on Pioneer Work and other Developments in Adult Education*.¹ We do not propose to re-trace the same ground, but only to emphasise one or two features of the story told in those Reports which have a special bearing on the position to-day.

Adult education began in the early years of the nineteenth century in circumstances in many ways resembling the present situation. Owing to the Industrial Revolution, large aggregates of people were newly gathered into towns, where they lived and worked under depressing and monotonous conditions. To the craftsman of earlier days his work had been a natural centre of interest, for it both demanded and stimulated the exercise of his faculties: to the machine-minder this was no longer so. At the same time the loss of open spaces and of the village green left little chance of pleasant and healthy recreation. Thus life had become unnatural; a condition of vague dissatisfaction was set up, a need for new outlets for energies balked of their accustomed discharge. Moreover, such mental unsettlement was powerfully stimulated, as it is to-day, by the hardships and the disturbance of routine which are the aftermath of a great war.

From its first beginnings, adult education has come from two sources. Sometimes the impetus has come from above—from within the educated classes; sometimes from below. In early days these two groups were generally separate and even antagonistic; of recent years they have more and more tended to co-operate, and to find such co-operation essential to success. On the one hand, much of early adult education was philanthropic in character, and was an attempt by persons aware of their own possession of useful knowledge to diffuse it among classes less fortunately placed than themselves. This is equally true of the missionary efforts of Hannah More and her sister and of other like-minded persons to impress the lower orders with a religious view of the world, and with the conception of their station and its duties which was supposed to follow from that; of the work of the early Adult Schools, which concentrated on teaching many thousands of

The early
nineteenth
century.

¹ Paper No. 9 of the Adult Education Committee of the Board of Education. (H.M.S.O., price 6d.)

illiterate working men and women to write ; and of the efforts made, under the inspiration of men such as Bentham and Brougham, to popularise the recent great advances in scientific discovery and mechanical invention with their seemingly vast possibilities for the increase of human happiness. In these cases it was the teachers who sought scholars. On the other hand, in many of these early efforts in adult education it was rather the scholars who sought teachers. Thus the Co-operative Movement and some of the Chartists felt it necessary to organise education to fit themselves for the work they had in hand. They sought knowledge in order to make themselves more effective fighters in the cause of social reform.

Before the days of universal elementary education such adult education as existed was relatively spasmodic and unorganised. It formed part of no national system ; it was not subsidised or administered by Whitehall or by Local Authorities ; nor did the Universities play any part in it. But during the last half century all these have become active participants. The Universities of Oxford, Cambridge, and London organised courses of Extension Lectures in large towns throughout the last quarter of the nineteenth century. In the present century they and all the other Universities of the country have also co-operated with the Workers' Educational Association¹ in the organisation of Tutorial Classes undertaking three-year courses of study. As the reports of recent University Commissions have emphasised, this extra-mural work of Universities is now recognised as being no "side-show," but an integral part of the normal and proper work of a University. Again, by the year 1925-1926, no less than 85 per cent. of the County and County Borough Authorities were in some degree directly organising, or subsidising, adult education. The Board of Education also have for long been giving financial assistance to classes. At first this was done under their regulations for technical education, but in 1924 special regulations for adult education were issued ; and where classes have complied with their conditions, the Board have assumed the lion's share of financial responsibility.

¹ The Workers' Educational Association is usually referred to as the W.E.A.

At the same time the major part of the work thus performed by the Universities, and a large part of that performed by the Local Education Authorities, are in connection with classes that have been organised in the first instance by voluntary bodies such as the W.E.A. These voluntary bodies have at least an equal share in the management of these classes ; and this successful co-operation is one of the most distinctive features in adult education to-day.

Three things in modern times have specially affected the nature and quality of the work :—

(a) In the 'eighties and 'nineties of the nineteenth century the entrance of the Universities into the field with the University Extension Movement was a guarantee of a high academic standard, at least on the side of the teacher.

(b) In the first twenty years of this century the chief event was the emergence of the Three-Year Tutorial Class, in which at least half the time was devoted to discussion, and a considerable amount of written work was required from all members. This involved a far more intensive study of the subject taken than had hitherto been possible ; and it had an influence over the whole field of adult education. For though less ambitious courses abounded, the Three-Year Course was a model, and set a standard towards which the whole movement tended.

University
tutorial
classes.

(c) Since the War progress has been in rather a different direction. The increase in Tutorial Classes has been great ; but there has been a more than proportionate increase in classes of shorter duration and of a more informal type. Many new subjects of study of a less academic kind have been included ; and as a result, quite new types of students have been drawn in. Learning to make things has taken its place side by side with learning to read, and afterwards to talk or write about, books as a legitimate form of adult education. This change may seem reactionary ; but it involves a widening of range rather than a lowering of standard. In short, adult education has begun to adjust itself to the fact which the Hadow Report on the Education of the Adolescent so strongly emphasises, that " there are many minds, and by no means minds of an inferior order, for

which the most profound stimulus to development is some form of practical or constructive activity."

Its Distinctive Character

Adult education is purely voluntary. There is no authority either of parent or of school attendance officer to enforce the attendance of the unwilling or the indifferent. There is also no obvious economic inducement. The student will only join a class if he expects to be interested; he will only continue to attend if he finds that he actually is interested.

In comparison with the schoolboy or even with the undergraduate, the majority of adult students are mature. Their reading may be limited—their powers of expression undeveloped. But they have first-hand experience of life in a sense in which the most intelligent adolescent has not. They usually have convictions which, however one-sided and however faultily reasoned, are still based on direct contact with fact. In choice of subject and method of study therefore the work of the adult student is frequently comparable with that undertaken in a University.

Again, adult education is a co-operative enterprise. Most students sorely need training in the systematic study of a subject with reference to first principles, the critical standards, the ability to make use of libraries or museums, which it is the object of higher—and above all of University—education to inculcate. They are aware that the better educated have something to give them which they cannot do without; but they are not at all prepared simply to sit as disciples at their feet. The following are some of the reasons for this attitude :—

The attitude
of the adult
student.

(a) The ordinary working-class student feels that though the University teacher and the educational official have much that he has not, they too often lack something which he has. Their range of knowledge and imaginative insight may be catholic as compared with his own; yet, however extensive within its own

sphere, it is apt to stop short at the thing which the working-class student knows from his own experience.

(b) In the main the would-be students feel that their educators belong to a different social class from their own. Consequently they are apt to suspect the influence of unconscious bias in regard to social questions.

(c) Behind this is a more deeply rooted concern. There is no more important result of education than the power to express one's meaning clearly and intelligibly ; and there is no respect in which a man can feel himself more cruelly handicapped. Because of his want of education, he is inarticulate ; not necessarily that he lacks words, but that he cannot find the right words with any certainty or nicety. He has convictions, which have some basis in his experience. But he is unable to formulate at all precisely, even to himself, what he thinks and why he thinks it. Thus he can almost always be put in the wrong in discussion by a better trained opponent. He is aware of his inferiority in this respect, and is frustrated and even exasperated by it. It is one of the reasons why he so keenly desires more education. But the superiority which he admits in his opponent is that of the advocate rather than of the judge.

These anxieties may well be unjust, but they are natural and they are common. They can only be met if the more educated are willing to abandon all claims to authority and to enter frankly into partnership. It is well known that such co-operation is necessary in the actual conduct of a class. There the discussion is at least as important as the lecture, and the tutor who merely lays down the law is lost. But co-operation is also necessary in the preliminary organisation of the work. Whatever part is taken in this by the Local Education Authorities or the Universities, no less a part must be taken by the students or the voluntary societies to which they belong, if their confidence is to be maintained. This dual control is no historical accident ; it is an indispensable condition which must be borne in mind in reading the recommendations which are made at a later stage in this Report.

Its Social Significance

It would be hard to exaggerate the possible social value of adult education. One of the worst of social evils is the avoidable waste of human capacity resulting not from any inherent defect in intelligence but simply from want of mental nourishment and exercise. At present the formal education of the great majority of persons ceases at the age of fourteen ; and the charge is levelled against it that for this reason it usually fails to implant any enduring intellectual curiosity or thirst for further exploration and discovery. Even where such thirst exists, there has hitherto been little opportunity of satisfying it. But the development of adult education provides the opportunity ; and the experience of late years has shown that the demand is not so rare as is often supposed, and that, even where it is not found in any very obvious or conscious form, it can readily be stimulated. In this way much waste is avoided, new vistas of interests are opened up, and a more ambitiously imaginative view of life is made possible.

The method
of discus-
sion.

Further, one of the most characteristic methods of adult education is discussion, participation in which is itself a most valuable training for citizenship. For every discussion group is an experiment in co-operative thinking. Its members have perfect freedom in the expression of their opinions, conditioned only by their readiness to listen to an equally frank expression of the opposite opinion. Such interchange and mutual criticism are wonderful solvents of unreason and prejudice. It is a commonplace that democratic institutions can only work successfully where there is a genuine public opinion as opposed to mere mass-suggestion. But such a public opinion is only possible in a community in which a large number of persons have formed the habit of considering and weighing different points of view before reaching a decision. This habit of mind is more readily acquired from adult education than from any other form of training.

The total
number
of adult
students.

Adult education has now attained dimensions which makes it a serious social force. It is true that the ground covered is still small in comparison with the ground to be covered. There

are now 10,000 students in Tutorial Classes; while the Adult Education Committee of the Board of Education has estimated that about 100,000 persons are taking part in some form of adult education. We have reason to believe that this is an underestimate, but in any case the number already affected indirectly is far larger; for the liberating influence of adult education must necessarily be communicated in some degree by those who themselves take part in it to all those with whom they come in contact. Apart, too, from this consideration, the movement is rapidly gathering pace. Within a very short space of time, for instance, broadcasting alone has increased the desire for study. It is likely that the next five years may see a greatly accelerated demand for adult education. For the educator this is both an opportunity and a challenge; and the question becomes insistent—How are the teachers to be found, and how are they to be trained?

The Problem of the Tutor

In all education it is a commonplace that nothing else matters in comparison with the personality and equipment of the teacher. Educational organisation is primarily a means towards bringing the right teacher face to face with his students.

In adult education this is so to a special degree. This may seem paradoxical in view of the fact that here the students are much more active, and the tutor holds the stage much less exclusively than elsewhere. But though the adult class is a democracy, leadership in a democracy is no less important than in any other form of society, while the art of leadership is here exceptionally delicate and difficult. Without any special prestige or authority, and without the aid of a long-standing educational tradition, the tutor has to win the confidence of his class and to enlist in a single corporate effort men and women of very different age, temperament, associations, and experience, who are far more set in their differences than children or adolescents. He has to draw all members of the class into discussion in such a way as to elicit the special contributions of each while making them supplement one another. He has therefore to possess not only the

scholarship and power of exposition of the competent University lecturer, but also the quick perception, the tact and the stimulating method of approach by which a skilful host or "master of the ceremonies" make a party "go" and "draws out," whilst drawing into the social circle even the shyest of his guests.

Recruitment
of tutors in
early days.

The spread of adult education has now reached a point where some enquiry into the supply and training of tutors is imperative. In early days the recruiting of tutors was of necessity haphazard, and any special training of tutors was non-existent. Just as adult education as a whole was an "extra" in the educational system of the country, as well as in the lives of the students, so the work of class teaching was mainly undertaken as a spare-time interest by University and school teachers, professional and other well-educated people, whose main work and means of livelihood lay outside the field of adult education. An important qualification of such tutors was willingness to undertake work in which there was little or no financial interest or reward. The only possibility of selection was through the method of trial and error by which the unfit were, to some extent, eliminated, and the fit, to some extent, trained. But, as often happens in the pioneer stage of a piece of social service which offers little hope of reward, the services of some exceptionally able men were enlisted.

A changed
situation.

To-day, however, the situation has changed in three ways:—
(a) With many kinds of class at least the pioneer stage is over. The movement is now on an entirely different scale, and it is no longer either possible or reasonable for it to rely mainly or entirely on the self-sacrifice of non-professional tutors. The need for the enthusiasm and self-sacrifice of the pioneer remains not less urgent to-day than it was in the past: indeed, with the growth of the demand for education among sections of the community which were formerly indifferent to it, that need has actually increased. But there are never enough such persons to satisfy the growing demands, and it is therefore necessary to ask whether suitable persons in sufficient numbers are being attracted to the work; and also what constitutes suitability, and how it is to be tested.

(b) In recent years the selection and training of teachers generally has become much more scientific. A great deal of attention has been given to it. But very little attention has been given to the special problem of the selection and training of teachers for adult classes. Yet, so far as many types of adult class are concerned, there is now a considerable body of experience available by which the prospective tutor should be able to profit. He is no longer simply setting out into the unknown. From the experience of earlier travellers, it should be possible to furnish him with a rough map of the country he is to traverse, to warn him against some of its pitfalls, and to start him on his journey with a suitable equipment.

Technique
of adult
teaching.

(c) In many areas there is now a nucleus of full-time tutors, to whom the teaching of adults is not only a hobby, but a profession. This is probably the most important of all recent developments. In the body of this Report we shall give our reasons for holding that the full-time tutor has an indispensable work to do for adult education, and that a marked increase in the proportion of full-time tutors, involving a very considerable increase in their total number, is urgently desirable. But if so, the questions—"Are we getting the best men for the purpose as tutors?" and "Are we doing all that might be done to equip them for their work?" have a greatly added insistency. A tutor has now to undertake larger and more permanent responsibilities than in earlier days—and so the appointment of an unfit person is less easily retrieved. A new section of the teaching profession is, in fact, emerging; and it is seeking to evolve its own professional standards and its own professional conscience. Like every self-respecting profession, its members are concerned about the training of its recruits. It is for this reason that the Tutors' Association and the British Institute of Adult Education have united in promoting the present enquiry.

A new
profession.

CHAPTER II

THE ADULT EDUCATION MOVEMENT OF TO-DAY ¹

OF all sections of our educational system that concerned with adult education is the most varied in character. This movement—or more accurately, this group of movements—has necessarily arisen largely from the spontaneous demand of individual students or organised bodies; it could not, therefore, have been planned in the same logical and careful manner as was possible for a system of compulsory school education. It has been the policy of the Board of Education to encourage experiments of different kinds made by Universities, Local Education Authorities, and voluntary associations, and by sympathy and direct aid to assist the development of what to-day can more aptly be described as a movement rather than as a system of adult education.

Bodies providing adult education.

Adult classes and courses are provided by Universities, by Local Education Authorities, and by voluntary educational bodies, as well as by organisations which, though constituted primarily for other purposes, have developed educational activities. The Universities and University Colleges since the early 'seventies have devoted increasing attention to work outside their walls. Special committees have been set up to deal with extra-mural activities, while in some universities departments of adult education have been established. Several of the leading Local Education Authorities now directly provide non-vocational classes for adults under the Regulations for Further Education, and the proportion of work undertaken in this way is steadily growing. In London, for example, during the session 1926-27 more than 2,000 adult classes and courses of a non-vocational character were arranged in the special Institutes for adult education alone; while in the West

¹ For a complete description of the Adult Education Movement of to-day see the current edition of *The Handbook and Directory of Adult Education*, published for the British Institute of Adult Education by the Year-Book Press, 31 Museum Street, London, W.C. 1. Prices, 2/6 (paper), 3/6 (cloth).

Riding of Yorkshire, 95 such courses were arranged by the Education Authority. The largest voluntary organisation formed exclusively for educational purposes and recognised by the Board of Education is the Workers' Educational Association, which, founded in 1903, organised in 1926-27 1609 classes and courses. Another such organisation is the Educational Settlements Association, a federation embracing twelve adult educational institutions, in which educational activities of different kinds are centred, and five colleges for adult students taking full-time courses.

The types of courses provided in adult education include University Extension Courses, Advanced Tutorial Classes, Tutorial Classes and Preparatory Tutorial Classes, One-Year Classes, Terminal Courses, courses at Residential Colleges, summer and week-end schools, shorter courses, and informal activities of many kinds, besides the many comparable courses conducted by Local Education Authorities.

University Extension Courses are made up of series of lectures, usually extending over a term or winter session, each lecture being followed by a class consisting of the keener members of the audience who do written work, and in some cases take examinations for a diploma. Until 1924, these courses were not recognised by the Board of Education for grant aid; but in the new Adult Education Regulations of that year, courses providing not less than eighteen hours' instruction were approved for grant purposes. The effect of this is seen in the increase in number of courses receiving grant from 10 in 1923-24 to 147 in 1926-27, when the number of students on the class registers was approximately 3000. This recognition has to some extent met a difficulty previously experienced, namely that the heavy costs involved in meeting the lecturer's fees and travelling expenses necessitated a somewhat high local fee for these courses, and thereby often made it impossible for many working class students to attend.

University
extension
courses.

The emergence and growth of University Tutorial Classes, designed primarily for working men and women, constitute one of the most striking developments in adult education in recent years. In England and Wales they have increased in number

University
tutorial
classes.

from 145 in 1913-14 to 556 in 1926-27, when 10,491 students were enrolled. These classes are limited in the number of students they may contain, and extend over three winter sessions of at least twenty-four weekly class meetings. They involve a course of intensive study of one subject during the whole period, thus making considerable demands on the students and enabling a high standard of work to be achieved. Questions and discussion play an important part. The students have to pledge themselves to attend regularly and punctually during the three years, and to do a reasonable amount of written work. Advanced Tutorial Classes are organised for the benefit of the best students who have already passed through a three-year course; they extend over a period of twenty-four weeks in a year. More individual work is undertaken by each student, and this is of a distinctly advanced character.

One-year
classes.

It often happens that a group of prospective students desiring to study a particular subject are not fit for, or ready to pledge themselves immediately to a three-year course. In such cases a shorter course of study is often arranged as a preparation. This may take the form of a Preparatory Tutorial Class extending over one year, where the conditions of work are similar to those adopted in the three-year course. Many classes are, however, arranged for one year without any definite intention of leading on to a Tutorial Class. These One-Year Classes, of which in 1926-27 there were 217 organised under the Adult Education Regulations, with a student membership of over 4500, usually consist of twenty or twenty-four weekly meetings of two hours each, and written work is an essential part of their activities. In addition Local Education Authorities organise or accept financial responsibility for many courses of a generally similar type.

Terminal
courses.

The shortest course recognised for grant purposes under the Adult Education Regulations is the Terminal Course, which consists of meetings of not less than one and a half hours' duration in not less than twelve weeks in the year. These are less exacting than One-Year and Tutorial Classes, and are growing rapidly in numbers. 301 such classes, with a student membership of about 8500, were organised in 1926-27 under the Adult Education Regula-

tions, apart from a large number for which financial responsibility was taken by Local Education Authorities. While written work is encouraged, it is not made a condition of attendance.

Summer schools and week-end schools for the students of these classes play an important part in the work of the movement. They are organised by University Extra-Mural Committees, or by voluntary bodies. In the majority of summer schools personal attention is given to each individual student, and a high standard of work is maintained. Summer schools are not, however, confined to students of adult classes. Schools of a less intensive character are also becoming popular. Bodies of many different types organise gatherings of this kind at which educational work of varying standards is undertaken.

Summer and
week-end
schools.

In the classes and courses described above the subjects most usually taken are Literature, Economics and Industrial History. General History, Philosophy, Psychology and Sociology follow in order of popularity. In University Extension Courses, Aesthetics (including Music, Art, etc.) are more frequently chosen. In the Natural Sciences classes are few, though Biology has proved a suitable subject of study.

For those wishing to pursue their studies further there are the Residential Colleges; while provision is also made at the Universities for students from adult classes to take internal courses. The Residential Colleges provide full-time courses, which range from three months to two years in duration. No Residential College students take degree courses, though some take diplomas. They should be distinguished from adult students in residence at a University. The number of adult students who take either full-time or part-time courses at the Universities is small, but is steadily growing and appears primarily to be limited by the small number of scholarships and bursaries which are available. Some of these students enter for the usual degree courses, while others take special courses. Courses of training for prospective adult tutors are also provided for students coming from adult classes by some Universities and Residential Colleges, and by Holybrook House,¹ Reading.

Residential
colleges.

¹ See Appendix D.

Recent developments.

The personal interests of individuals, their hobbies and their desire for self-expression, have accounted for many types of adult education : but the basis on which a great part of the movement has been built has been its appeal to groups of people with a common interest which has already brought them together for other purposes. One of the most striking developments of recent years has been the way in which organisations established with very different aims—religious, social, industrial and political—have deliberately set out to develop an educational side to their work. The educational activities of the Y.M.C.A. and the Adult Schools are well known, but the tendency amongst religious bodies is perhaps most clearly shown in the methods adopted by such organisations as the United Council for Missionary Education; in the movement for Church Tutorial Classes, which in less than ten years have grown to 90 in number; in the establishment of the Catholic Social Guild, which now has 132 Study Clubs; and in the emphasis recently laid on education by the Mothers' Union. Amongst organisations established for social purposes the success of a rural movement such as that of the Women's Institutes, of which there are now over 4000, with a membership of 250,000 country women and a programme in which adult education has come to take a definite place; or the increase in the number of Rural Community Councils, which during the last few years have been established in sixteen counties and have from the outset laid emphasis on adult education, show that in rural areas the demand for it is growing. In towns, also, the clubs established for men and women and for young people are devoting a steadily increasing amount of space in their programmes to educational activities.

In industrial and political organisations the recognition recently accorded to adult education has been still more marked. The founders of the Co-operative Movement, which now comprises 1303 societies with a total membership of over 5,000,000 persons, determined from the outset to allot a certain proportion of their funds to adult education. The Trades Union Congress in 1925 adopted an ambitious educational scheme for its membership, itself making an annual grant for this purpose and encouraging

its constituent unions to make similar contributions. Individual trade unions have supported the Workers' Education Trade Union Committee, the W.E.A., or the National Council of Labour Colleges, as well as Ruskin College and the Labour College. The Miners' Welfare Committee devotes a portion of its resources to adult education. Equally significant is the attention paid by the political parties to activities of an educational character. During the last three or four years, for example, one political party has established a system of courses which in 1926-27 covered over 14,000 students in England and Wales, who attended in all 800 lecture courses and study circles. In addition, 14 residential courses were organised at its Residential College and were attended by 1185 students. The educational activities of the other political parties are also extensive; while in this connexion the work of bodies with particular interests, such as the League of Nations Union, must not be overlooked.

Although this growth of interest in adult education is most clearly marked in the case of organised groups, there is evidence of a similar development among individuals who are not active members of any corporate body. The improvement of the system of national education, the awakening of new interests through broadcasting, the growing popularity of publications in serial form on World History or Nature Study, the development of the public library system and county libraries—all these result in a steadily growing demand on the part of individuals for adult education.

The varied character of this demand and the growing interest amongst so many different bodies has been accompanied by an extension of the less formal types of adult education. In addition to the more formal classes and courses mentioned above, the majority of which are largely financed by grants from public funds, shorter lecture courses and single popular lectures, correspondence courses, study circles, discussion groups, and other types of informal activities are numerous. The usual length for the short course is six lectures given weekly or fortnightly, and in most cases the lecture is followed by discussion. Such courses have proved specially valuable in opening up new ground in rural areas. The value of the small

Less formal
types of
adult edu-
cation.

group of eight or ten people is being increasingly recognised in connexion with work of an elementary and pioneer character. Fireside talks and discussion groups constitute the simplest type of group activity, and in this connexion it is interesting to note that successful experiments have been made in the organisation of discussion groups which meet regularly to listen to the series of educational talks now provided by the British Broadcasting Corporation. Study circles are very similar in character to the discussion groups just described, but involve continuous study often based on a definite text-book. Other types of informal work which may be mentioned are literary and debating societies, model parliaments and town councils, musical and dramatic societies and recreational clubs of various kinds.

Before the War the most prominent place in the movement was taken by the Tutorial Class. During the last six years, however, these less advanced forms of study, ranging from short courses and study groups to one-year classes, have developed rapidly; and since 1924 grant-earning extension courses have increased considerably in numbers. There has also been a very marked growth in the volume of adult educational work undertaken directly by Local Education Authorities as may be seen from the details given in Chapter XI, and in Appendix H. There seems little doubt that, as the Adult Education Movement extends its influence and becomes more widely known, the number of Tutorial Classes will increase. But there will also be a growing demand for courses of many other types, especially for those covering a shorter period than one year. This demand will come more and more from men and women, anxious to learn, who have not time or opportunity for long periods of advanced study, or who need a gradual introduction to such work. We consider that this development should be encouraged, and that adequate provision should be made for it; and we cannot do better than quote here from the recent *Report on Pioneer Work* of the Adult Education Committee of the Board of Education: "One of the greatest needs of adult education is an organisation of the supply sufficiently diverse and elastic to meet the diverse needs of those who are to benefit by it. It is

not a question merely of grades. To regard the Tutorial Class as the goal to which every student should be directed is to adopt a narrow and conventional view of the meaning of adult education. We consider that the possibilities of the various types of courses, other than the now well-established Tutorial Class, have not by any means been fully explored"; or, to quote once again from the same Report: "It is, of course, desirable that students should be led on from pioneer into more intensive work, but in our view the justification for the type of work which we are considering in this Report does not rest in its being preparatory to work of a more advanced type. Some students will pass on, others will remain . . . because they find in the short course and less formal activities all that they desire, or are able to take advantage of, for the fulfilment of their particular needs."

Although the types of courses provided in adult education vary considerably, many of the qualities required in the tutor are the same throughout. With certain courses, it is true, some of the qualities mentioned below are of greater importance than others. It has not been thought necessary, however, in considering the different problems raised in the later chapters of this Report to make specific reference in every case to different types of course. If undue emphasis seems to have been laid upon the more intensive class-work, it is because similar considerations apply in the case of less formal activities.

It is clear that not all the examples we have quoted can be denoted as "adult education" in the strictest sense of the term. But it can scarcely be denied that there is a real movement for adult education in existence to-day—inchoate, perhaps, but nevertheless extensive, and offering a challenge of fundamental importance to those responsible for the educational provision of the country. This challenge must be met. The effect of adult education in opening up new interests for the students, in cultivating their powers of appreciation and enjoyment, in developing critical judgment, in training for creative leadership—all this is so important to the community that it is necessary to consider the problem afresh and to treat it on broader lines than has hitherto been the case. Whenever, for example, a

**Potential
demand
for adult
education.**

tutor of ability has started to work in a particular organisation or district, his available time has become fully occupied within a very short period. Many devote a large proportion of their leisure hours to this work, and the bulk of adult educational teaching has hitherto been undertaken by those whose main energies were given to other occupations. Experience has shown, however, that there is a limit beyond which it is difficult to secure the amount of leisure time or voluntary service necessary to meet the needs of a growing movement. Full-time appointments at present number only about 100, while the expenditure from national funds on classes organised under the Adult Education Regulations in 1927-28 amounted only to £47,442, out of a total national educational expenditure of £43,000,000. Even if we add to the former the grants paid to Local Education Authorities in respect of their expenditure on non-vocational adult education under the Regulations for Further Education, the resulting total is still a very small fraction of the educational budget of the country. If the number of full-time tutors and the general expenditure on adult education were multiplied tenfold, the sum of money required could scarcely be spent in a manner more advantageous to the community. We believe that the importance of the influence which adult education could exert will in time warrant a solution on this scale.

CHAPTER III

THE TUTOR'S WORK AND QUALIFICATIONS

SINCE adult education has become so wide in scope and so varied in form, it is difficult to give a single clear description of the part played by the tutor. Much of the field is still covered through the voluntary service given by men and women in their spare time. Elsewhere, and to a growing extent, reliance is placed on the services of paid tutors spending the whole or a part of their time on the work. Not everything that is said in these pages applies to all types of tutor—indeed, it would be impossible to specify qualifications and duties which apply universally. The fact, however, that both paid and unpaid tutors exist side by side in the movement—and we are all agreed that they should continue to do so—is a sign that the work of adult teaching has attractions in itself for many of the best minds in our generation, because of its human interests and its untold possibilities. Most of those who have been led to take up the work professionally first experienced these attractions in the course of giving spare-time or voluntary service. It was then that they discovered what an unrivalled meeting-ground the adult class provides for those whose lives have been widely different—a meeting-ground where experiences can be pooled and theory related to practice. The teaching of such a class is inspiring work, affording the opportunity of constant experiment and frequently producing new and unexpected results. In this Report we shall be considering certain difficulties and drawbacks in the present provision of adult teaching; but we should not wish our statement of these difficulties to imply any qualification of our general belief that the man with a vocation to serve society will here find an occupation as satisfying as it is absorbing.

Attractions
of adult
teaching
work.

This is perhaps the best place to refer to certain respects in which adult education differs from other forms of teaching work.

**Diversity
of adult
students.**

In all types of class the students vary considerably in age, occupation and previous education, and therefore in receptiveness and capacity to learn. Occupational distinctions—especially the broad lines drawn between clerical and manual, skilled and unskilled labour—often account for the inequality of the students' powers of self-expression (especially in writing), and sometimes make it difficult for the class to work effectively as a group. Further, the educational basis upon which the tutor has to build—which largely depends on the schooling the students have received—is very far from uniform. In some classes, a fair proportion have had some higher education, but, generally speaking, the great majority have had no formal education beyond the elementary school. The tutor's task in reconciling the claims of advanced and backward students is not easy. Accordingly, it is essential for him to possess initiative and adaptability, and to be ready to work out new methods.

Good class-work cannot be carried on without regularity of attendance, but several factors tend to interfere with this. The student is often prevented from coming to class by causes over which he has no control, such as overtime or shift work, change of occupation or residence, illness and so forth. Apart from these unavoidable mischances, he may find, even after starting the course, that the class is not to his liking. Students often join without understanding the nature of the subject they ask to study, or the work required if they are to profit by it. Since there is no compulsion to attend, they are liable to fall away unless their interest is continually held. The tutor has to bear this in mind throughout his teaching; his problem is to maintain the interest even of the less developed students without letting down the standard of work of the class as a whole.

**Class ad-
ministration.**

Efficient administration is of great importance to the work of the class, especially where it is conducted under public regulations, and for their observance the tutor is largely responsible. He will be concerned with the regularity and punctuality of attendance, the causes of absence among members and such matters as the suitability of additional students proposed for admission to the class.

Each tutor has to work out his own method of teaching. The University-trained tutor soon learns that for adult students he cannot treat or arrange his subject on the same lines as an internal University course, since he must fit it to students who differ widely in interests and experience from the ordinary University undergraduate. An adult class meeting generally consists of a lecture followed by questions and discussion. But many tutors have found that this method can be varied with advantage. The lecture method may be the easiest for the tutor and the most popular with some students ; but it is not necessarily the most effective way of stimulating hard thinking or developing powers of self-expression. Indeed, the adult frequently does not need so much to be formally instructed as to be provided with the materials for instructing himself. The test of the success of a class lies, after all, in the activity and contribution of the student himself. Hence the importance of the class discussion, with its wide range of questions, often requiring the tutor to go outside the strict bounds of his subject and to be acquainted with several branches of knowledge. Most students have but one tutor at a time and expect him to satisfy their general educational needs. Therefore the handling of the class discussion, which can be made the most educational part of the whole work, calls for special skill. The tutor must learn how and when to efface himself. He must be prepared, by careful planning and experiment, to stimulate discussion, to keep it relevant, and to guide it without any appearance of abruptness. For discussion is only good if the class feels itself to be studying co-operatively, with the tutor as its expert adviser.

Methods of teaching.

Each class must be regarded not only as a whole in itself, but also as a number of individuals, many of whom need personal help. The tutor will often find it desirable to talk with students individually or in twos and threes before or after the class meeting, or at other times and places. One of the greatest hindrances to the success of class-work is the lack of background in many of the students. The influence of the tutor exerted outside the class meeting can lessen this drawback by directing the reading and widening the intellectual scope of the individual student.

Individual tuition.

**Written
work.**

Again, written work or some equivalent form of self-expression is required in all the more advanced classes, and should be encouraged in every type of class. This written work most commonly takes the form of essays or papers ; but it may also include the preparation of maps and charts, the collection and arrangement of statistics, etc. It is the tutor's task to discover which form is best suited to a particular subject and to the bent of the individual student. It is often difficult to get such work from unpractised students, unaccustomed to the use of the pen and lacking adequate leisure and suitable home conditions. To overcome these difficulties, the tutor must encourage his students to read for themselves ; he must constantly think out the most suitable forms of self-expression for them ; and he must make his corrections and comments with sympathy and promptitude. Again, students should be encouraged to read papers and open discussions in class, for this may lead to the discovery of students capable of profiting by higher courses of study, as well as of potential tutors. The tutor should also be on the alert to encourage suitable students to proceed from one type of class to another—an obligation which it is easy to overlook.

**Difficulties
of environ-
ment.**

Then there are usually difficulties of environment and equipment to be faced in adult class teaching. Most of the classes meet at night, sometimes at awkward times and unsatisfactory places. Journeys to and from classes are often difficult, and it may be necessary for the tutor to stay overnight. This is the more exacting as the great majority of classes are necessarily held during the winter months. The classroom is often uncomfortable and rarely designed for the purpose of adult education. Furthermore, even to-day many students and tutors find it difficult to obtain access to books, and in the case of science classes, to laboratory equipment, while the supply of both is often inadequate.

**Social
interests
of adult
students.**

It should also be remembered that many adult students have very definite social interests before they join a class, and often come to it with strongly-held opinions formed as the outcome of their various experiences of life. The tutor has to deal with these in class, and contrast them with sharply differing views. He will find himself handicapped if he has not some knowledge of the

environment of his students, for without this it is difficult to appreciate their outlook or understand how they came to form their opinions—a prime qualification for all successful teaching. Unless he can understand and sympathise with, without necessarily accepting, such opinions, a teacher of adults generally fails, however high his academic standing may be. This is true particularly of classes composed of organised industrial workers. In classes of this type personal knowledge of the social and industrial conditions of the students, and some knowledge of working-class organisations and their aims, are of the utmost importance. For this reason the tutor must get to know his class outside the hours of regular meeting. Social gatherings and other enterprises undertaken in common afford the best opportunity for breaking down the barriers of reserve and creating the confidence which is necessary for successful team-work.

No tutor, at any rate among those working under a University or voluntary body, can expect to limit his work strictly to his teaching duties. The main responsibility for the organisation of classes must be taken by the voluntary association or other responsible body. But owing to the scattered distribution of the classes and the demands of a movement which depends largely on voluntary effort for its extension, the tutor is bound to play a considerable part in the work of organisation and propaganda, while acting, of course, in the closest co-operation with the responsible organising body. Practically all tutors associated with a voluntary educational movement are expected to assist in some way in its propaganda. In particular they are often called upon to give their services voluntarily in delivering single lectures or short courses in new centres, or in taking week-end schools.

The tutor's part in organising and propaganda work.

Furthermore, where a class is in process of formation it is usual to put the prospective tutor in touch with the student group concerned. He may need to hold more than one preliminary meeting of this group before recruitment is completed and a formal start can be made. Once the class is in being, he should encourage it to play an active part in the adult education movement as a whole; and as the course draws to an end he should have in

mind the possibility of forming new classes to take the place of the old. Many tutors take an active part in the work of summer schools conducted in conjunction not only with Tutorial Classes, but also with the less advanced types of work.

Naturally the tutor who devotes the whole of his time to adult education will be able to play a far larger part in these organising and propaganda activities than the part-time tutor. The latter may be expected to assist in the preliminary organisation of his class, and over and above this, may be called upon from time to time to aid in educational propaganda. But the claims of his main occupation will limit his opportunities for this work. The full-time tutor, on the other hand, will be required to give a considerable amount of voluntary service to the local organising bodies in propaganda and in pioneering efforts. The Resident tutor especially, *i.e.* a tutor who has been appointed to reside in a particular area which is a centre of class-work, will inevitably find himself drawn into a variety of educational activities in addition to his teaching duties. Still more is this the case with the tutor who is definitely appointed to divide his time between teaching and organising. His duties will include the opening up of new ground by educational propaganda and by lectures and short courses, week-end schools, etc., as well as the teaching of classes. His organising and teaching duties will thus be two aspects of one activity. He may be responsible to a teaching body for his work as teacher, and yet act under the general direction of a voluntary body responsible for local organisation, whose educational objects it will be his business to promote. Many tutors are also keen and energetic individual members of the voluntary educational bodies, and often render useful service by acting on their committees.

The tutors'
meeting.

It is important, moreover, for tutors to meet among themselves in order that their work as a whole may be co-ordinated and corporate traditions developed. The purpose of the regular tutors' meeting is to enable tutors to get to know each other personally, and to exchange views to their mutual advantage. The experienced full-time tutor has necessarily a wider knowledge of adult education and its problems than is possible for the

majority of part-time tutors. Those who are new to the work may receive useful advice and information through these meetings, whilst themselves contributing the valuable stimulus of new ideas. The subjects discussed at these meetings will include problems of teaching method, relations between different types of classes, the movement of students from one type of class to another, and the supply of books and illustrative material. The tutors' meeting is also a useful means of representing the tutors' views on conditions of service in their own area. In fact, it provides the only method of ensuring collective effort, and therefore occupies an important position in the organisation of the work as a whole.

In the light of the foregoing, it is clear that, apart from the obvious fact that tutors must have knowledge of their subject, ability to teach, and adaptability to the particular circumstances of each class, it is impossible to lay down any standard qualifications which will apply to all varieties of adult teaching. For the higher types of class-work, high academic qualifications—usually those of a good Honours degree or its equivalent—are judged to be desirable. These presuppose in a tutor a thorough knowledge of his subject and a more specialised knowledge of some branch of it. This is not meant to exclude teachers of special aptitude and experience who have acquired a sound knowledge of their subject in other ways, and it would be a mistake if bodies engaging tutors were to judge of their qualifications solely by their academic attainments. Personal qualities stand for much in all kinds of teaching, and nowhere for more than in adult education. In addition to the qualifications outlined above, if a tutor is to treat his own subject in its proper perspective and to convey to his students a sense of the unity of knowledge, he will need some acquaintance with subjects closely allied to his own. Finally, he must be alive to the main social, industrial, religious and political questions of the day, and their bearing on the interests of his students. If he has been able to gain some first-hand experience of an occupation similar to those in which most of his students are engaged, this will be a great advantage. He must at least read widely, and should, if possible, travel. Above all, he must keep himself always fresh and up-to-date.

**Qualifications
of tutors.**

CHAPTER IV

THE SUPPLY OF TUTORS

THERE will always be a difference between the articulate and the potential demand for adult education. Where a good tutor is available in any district to give people a foretaste of what a class is like, there is apt to grow up an articulate demand for classes which it soon becomes difficult to satisfy. The uneven growth of adult education in different parts of the country goes to show that, although here and there the supply of tutors appears to be adequate in view of the local articulate demand for classes, in reality very much more might be done if additional resources of man-power and money were forthcoming. It is precisely in those areas where adult education is most fully developed, that the shortage of good tutors is most keenly felt. We desire therefore at the outset to emphasise our conviction that in relation to the *potential* demand for classes, the supply of tutors is entirely inadequate. Indeed, if resources and enthusiasm were available to elicit that demand to the full, a serious shortage of competent tutors would almost immediately arise.

Inadequacy
of supply
of tutors.

System of
recruitment.

The recruitment of teachers for adult classes follows at present no regular system. In some parts of the field greater regularity might be, and is actually being, introduced, but it is not easy to see how recruitment as a whole can ever become completely systematic. For, while the number of full-time tutors employed is likely to increase rapidly, there will certainly always remain much work which can only be undertaken by part-time tutors recruited specially to suit the needs of particular classes.

Here a distinction must be drawn between the more elementary types of course, and the more advanced types such as Tutorial Classes. It is indeed common, and should be more common, for the same tutor to take classes of both types, but this does not imply similar methods of recruitment. In the less

advanced classes especially, many of the tutors are unpaid volunteers, some of whom subsequently proceed to paid work. This does not apply to evening-school teachers working directly under Local Education Authorities, who are almost always paid. Where Local Authorities themselves conduct a large amount of non-vocational adult education, they usually have special panels. But even here there does not always appear to be any systematic method of recruitment; the choice is often made from among those who have happened to come into contact with the work in one way or another, and have come forward to offer their services.

The voluntary bodies depend for their elementary teaching largely on those who are willing to render social service. The tutors so attracted belong to many different types, and include professional men and women, ministers of religion, young graduates recently down from the University, school teachers and active members of trade unions or other working-class organisations. In some districts, a growing share is taken by ex-students from Tutorial Classes, or workers who have been to Ruskin College or some similar institution, or to a University.

The more advanced types of classes, on the other hand, are generally taken either by tutors engaged wholly in this work, or by internal University teachers. Save in a few of the largest towns, these are often the only available sources of supply. There can be no systematic employment of internal University teachers for occasional extra-mural work, for by no means all internal teachers make good adult tutors. It would be disastrous to impose adult teaching upon the full-time internal staffs of Universities either as a contractual or as a moral obligation; they are to-day so fully occupied with their internal teaching and other University work that they are seldom free to take more than one extra-mural course during term, or to be absent from the University for more than one night a week at most. But there are always a few University teachers who are available for a limited amount of extra-mural work. Their participation in this work is both valuable in itself, and also useful in maintaining its status within the University. Those who are interested in the movement and are likely to make successful tutors will soon be asked to help.

University
teachers
as tutors.

Full-time
employment
necessary.

Full-time employment is becoming more and more necessary for the higher types of adult work, and for this reason we shall discuss later in detail the different forms which it may take. Until recently, a tutor was seldom given full-time work until he had gained considerable experience of part-time teaching, and to this fact the exceptional quality of the early full-time tutors was at least partly due. The growth of the adult education movement has made it, however, more and more difficult to maintain this method, and in certain cases recently young full-time tutors have been appointed with little or no previous experience. This has occurred largely because the movement has been growing rapidly, but also because, since the War, it has become far harder for keen young tutors to subsist for a year or two on the precarious and inadequate earnings of part-time work. This, indeed, was never practicable on any large scale outside the big towns, and the growth of the movement in the smaller centres makes it less so than ever. We are therefore now faced with the necessity either of offering full-time employment to an increasing number of comparatively inexperienced tutors, or of devising a satisfactory system of training and probation to ensure for the future a regular flow of experienced candidates. It is true that in particular cases men and women may continue to be attracted to full-time work in the movement, even after they have embarked on other professions which afford them a living and at the same time allow them scope for part-time teaching. But such cases are likely to be exceptional.

Reliance
on young
University
graduates.

In the main, for the more advanced teaching work we shall have to rely, during the near future at least, largely on young graduates from the Universities. The growing democratisation of University education and the increasing number of ex-students from adult classes now finding their way to Universities should, in time, considerably simplify this problem. It is undesirable to hold out to the young graduate prospects of employment in adult teaching unless those with experience of the movement are convinced by personal knowledge that he has the requisite capacity and the right kind of personality. No amount of publicity concerning the openings for employment can relieve appointing bodies

of the duties of very careful selection. It is important that there should be in every University teachers on the look-out for promising students with the right qualifications and aptitude for the work ; but the making of the contacts must continue to be in the main a personal matter on the part of those responsible for adult education.

But adequate recruitment of tutors for adult teaching depends not merely on the finding of the right men and women (though this is important enough), but also on the provision of reasonable conditions and opportunities for those who are willing to undertake the work. In many cases even the full-time tutors have not the same degree of security in their employment as internal University teachers. Some have no guarantee of employment from year to year, whilst others are still under short-term contracts, and are excluded from superannuation schemes. There has been marked improvement in these respects during the past few years, but the position is still far from satisfactory.

Unsatisfactory conditions of employment of full-time tutors.

This is particularly true of two categories of tutors—those actually engaged wholly or mainly in Tutorial Class teaching but not recognised as full-time tutors, and those who attempt to live by taking One-Year and more elementary classes. The only remedies for the difficulties of these two groups are : (a) an increase in the number of recognised full-time tutors for both Tutorial and other classes ; and (b) a raising of the rates of payment for classes of the more elementary types. On both these problems we shall make further recommendations at a later stage of this Report.

Precariousness of employment.

Apart from this precariousness, there are other factors which hinder the provision or retention of an adequate supply of really effective tutors in Tutorial Class work. For instance, there is at present very little prospect of promotion within the Adult Education Movement ; and this results in too many of the best men being withdrawn from extra-mural work before they have made their full contribution to it. The average length of service of tutors now taking classes under Joint Committees is probably no more than three to four years, and there is no doubt that this is partly accounted for by the lack of prospects. We do not suggest that,

Lack of prospects.

in normal cases, tutors should continue to take adult classes all their lives. Much of the work is admittedly best suited to younger men, but as it develops there should be a corresponding growth in the number of senior positions tenable by men of experience.

Then, again, the supply of potential tutors is very unevenly distributed between the larger and the smaller centres, and also between urban and rural areas. This is likely always to be so ; but it will matter less if an adequate number of full-time tutorships can be created, especially in the countryside and in the smaller urban centres.

Need for
more full-
time tutors.

So far, much the greatest growth of full-time work has been among Tutorial Class tutors. This growth, highly desirable in itself, has several unsatisfactory features. It has resulted, mainly for financial reasons connected with the system of grant aid, in the tutors so appointed spending the whole of their time in taking Tutorial Classes, which, earning the highest grant, keep the expense of employing them down to the minimum. Many full-time tutors would be more useful, and could do better work, if they could be employed in taking shorter courses and in elementary and propaganda work as well as in taking three-year Tutorial Classes. One result would be to make possible an improvement both in methods of recruitment and selection of students for Tutorial Classes, and, therefore, in the standard of work done. The few Resident and Organising tutors who have been able to work in this way have been exceptionally successful.

An additional advantage in the employment of full-time tutors in this manner is that they are able to take a far more effective share than the part-time tutor in the auxiliary types of work which we have described above. Full-time tutors play a large part in summer, week-end and Saturday schools, are able to devote special attention to students outside class times, and to be active as propagandists and organisers in a way which is impossible to the majority of part-time tutors. The health of the movement, therefore, depends on the employment of a considerable number of full-time tutors—considerably more than are at present employed in most areas.

A good example of this is found in the needs of rural

areas. It is recognised that rural adult education has special characteristics and problems of its own. A single village is usually not large enough to provide more than one class, and the tutor will have to meet the needs of students even more varied in type than are met with in an urban class. Consequently class discussion may at first prove difficult, whilst reading is likely to be a novel and troublesome task for many of the members. The tutor ought to know something of village life, and to be able to speak the language of country people. He need not necessarily, on the other hand, be an expert on rural problems. The difficulties of travelling in rural areas are considerable, and it must therefore be recognised that the cost of rural adult education will always be relatively high.

Needs of rural areas.

The solution to many of these problems, we suggest, lies in the appointment of Resident tutors to serve particular areas.¹ The task of such tutors will be to promote the development of the work as a whole in their areas, and for this purpose they will organise pioneering courses with the help of voluntary lecturers. It follows that much of their work will inevitably be of an informal character, and therefore cannot earn grant under the Board of Education's Regulations for Adult Education. For this reason the financial responsibility of Local Education Authorities and of Universities in the development of rural work will be heavy. But the importance of this work can hardly be over-estimated, and many of the questions involved require more adequate treatment than is possible here. A more detailed reference to the subject will be found in Appendix A.

Resident tutors.

Another urgent need is for a greater supply of tutors for educational work among women.² The evidence submitted to us shows clearly that if such work is to be properly developed, special provision must be made for women's classes in the more elementary stages; in more advanced work, such as Tutorial Classes, this is as a rule neither necessary nor desirable. Elementary classes are of particular importance in the case of women,

Educational work among women.

¹ This applies not only to rural areas, but also to thickly populated areas not in close contact with a University College or similar body.

² For a fuller account of educational work amongst women, see Appendix B.

not only as preparatory to advanced work, but also for their own sake, since difficulties in the way of serious and continuous study are, on the whole, greater for women than for men. It is true that work such as that of Women's Adult Schools attracts a certain number of women into Tutorial Classes, but the mass of working women are not likely to follow this example. They want shorter, more informal courses, involving less reading and written work, and often, as a first stage, arranged for them alone. The great majority are far less interested in abstract problems than in practical questions, and the prime need to be met at present is the satisfaction of a growing interest in problems of citizenship, rather than the desire for specialised study in formal classes.

To be successful, pioneering work must be adapted to the particular interests of the students. At present, in the case of women, this is best carried on through their own organisations, *e.g.* the Women's Co-operative Guild, Women's Institutes, and the women's sections of political bodies. A single lecture on some current topic, followed by discussion, usually arouses more interest than a general address on "education," and gives an idea of what a course of lectures would be like, so that the way is prepared for a definite suggestion of a short course. For this reason it is important that this pioneer work should, if possible, be undertaken by people who are both able to give such lectures and to follow on, where required, with a short course.

Women tutors.

For such work amongst women, women tutors are, on the whole, more suitable than men, mainly because they are usually better able to understand the interests and the points of view of their students. Some knowledge of the conditions of life of working women and a sympathetic understanding of the aims and activities of their organisations are equally important; while the tutors must have imagination enough to put themselves in the place of women fresh to consecutive study, and so to seize and hold their interest.

Women who have passed direct from school to the University and thence come straight on to the work are not as a rule suitable for it. Nor is teaching experience in a school or University necessarily a sufficient preparation. Women who have had actual

experience in industry or in some working-class organisation often make the best tutors for women's classes. A possible alternative is experience in social work, provided this has not a "charity" atmosphere.

At present many districts suffer from a shortage of good tutors for women's classes. The great hindrances in the way of a sufficient supply are the difficulty of earning a living by this kind of work and the lack of future prospects. Voluntary work will always be needed, but the problem cannot be solved by this means alone. Nor should short-course work be hampered by the necessity of conforming to regulations for the sake of earning grants. The only way to overcome the difficulty is to increase the number of full-time tutors and adjust the work required of them so as to leave time for propaganda and pioneer teaching.

To sum up, the most obvious instances in which, both for men and women, the need for full-time appointments arises are found,

- (a) Where an adult educational body, having developed a considerable number of classes, finds the work expanding beyond what can be conducted efficiently by part-time tutors ;
- (b) Where such a body desires to develop work in new or less accessible districts, and especially in rural areas ;
- (c) Where such a body, having gained a strong footing in a well-defined area, desires to develop an intensive movement there ;
- (d) Where the need is felt for some one to co-ordinate the work done by part-time tutors, in order to improve the efficiency and strengthen the coherence of the movement ;
- (e) Where there are residential or institutional centres, which in most cases require a full-time head.

Our insistence on the importance of the full-time tutor does not mean the exclusion of the part-time tutor, but only an increase in the *proportion* of classes taken by the former. There is a strong case for part-time tutors (a) in subjects for which there is not sufficient demand to occupy the full time of a tutor ; (b) where a suitable member on the staff of a College or University has suffi-

cient time available for this work ; (c) for the trying-out of new tutors ; (d) for the retention in the movement of experienced tutors partly engaged in other work.

Supply of
University
extension
lecturers.

In this connexion it is convenient to make reference to the work of University Extension lecturers. In general, the sources of supply of University Extension lecturers differ little from those relating to Tutorial Class tutors. Both are recruited from internal University teachers and from other University graduates, including both some who are school teachers in Secondary Schools and some who are following other professions. The only marked differences between the Extension Movement and the Tutorial Class Movement in this respect are (1) that the Extension Movement makes use of a larger proportion of young graduates who have no intention of taking up full-time teaching work, but are prepared to give part of their time to lecturing for a few years, until their work at the Bar or in some other profession occupies them more fully ; (2) that in University Extension work there are at present no full-time salaried appointments, though stipendiary lectureships have recently been created in three Universities. These ensure, through the retaining fee provided, a basis of income in addition to the usual earnings derived from lecture courses, which from the nature of the case may vary in number from year to year.

We have already laid stress on the importance of the more elementary and less intensive types of adult educational work. There is general agreement that propaganda, elementary, and preparatory work are not being carried out efficiently at the present time. Consequently a number of classes tend to be formed without a proper understanding of the character and objects of adult education. Such classes are frequently placed on a grant-earning basis too early. Furthermore, there are very large areas where work which might be done lies at present untouched, through lack of persons capable of undertaking the necessary preparatory stages. The supply of tutors for work of this type obviously gives rise to special problems.

It is a profound mistake to suppose that this preparatory work, which is designed to lead on to more continuous and intensive

forms of study, is easy to undertake. On the contrary, it requires in the tutor all those qualities of personality and sympathy which we have stressed as essential to adult teaching, together with the gift of simple and popular exposition. Such work needs the services not of the less skilled, but of the more skilled tutors. The extent to which this need can be met depends largely on the adequacy of opportunities for training for both paid and unpaid tutors, with which we deal later in this Report. Where a considerable proportion of the preparatory work has been undertaken by highly qualified tutors, the number and quality of the registered classes have increased considerably. In other areas, where much of the elementary work has been conducted by inadequately equipped tutors, it is noticeable that too little progress has been made to more advanced class-work. The conclusion would appear to be that preparatory work, if it is to be done effectively, must be undertaken largely by lecturers with the qualifications required in Tutorial Class-work. It would therefore appear desirable not only to increase the number of full-time appointments in which preparatory work is a part of the tutor's regular duties, but also to enlist the services of part-time tutors engaged in the higher types of adult education for preparatory work on a voluntary basis to a much greater extent than is done at present.

Importance
of prepara-
tory work.

Even if the utmost provision were made along these lines, a large volume of the less continuous work would have to be conducted by unpaid tutors working on a spare-time basis. Indeed, while we urge that everything possible should be done to increase the amount of salaried service, in our view it is both unnecessary and impossible to provide such service, either full-time or part-time, for anything approaching the whole of the work. An increase in the number of full-time tutors will itself produce a proportionate increase in the need for voluntary tutors. Salaried leadership should therefore be concentrated upon the "strategic" tasks. In particular, there is scope for a large increase in the number of full-time teachers combining organising with teaching functions. While the development of the movement may, in some quarters, lead to increasing separation of the functions of tutor and organiser, experience leads us to believe

Value of
services of
unpaid
tutors.

that in the less formal types of work, a combination of the two functions in one person may have advantages. We refer particularly to the valuable educational influence of those holding such positions as wardens of Residential Settlements, presidents and leaders of Adult Schools, and secretaries of Y.M.C.A.'s, who often have wide experience of social leadership and general club life. Such experience would, we believe, be of very real value to many tutors whose ordinary work does not include it, and who would be well advised to gain it.

Our enquiry is, by its very nature, largely concerned with problems connected with the supply and training of professional tutors. We would not, however, wish in any way to minimise the large part in adult education which has been played, and which must continue to be played, by the voluntary tutor or teacher. Whilst the inexperienced tutor may be a real danger, it would be easy to overlook the number of thoroughly competent amateurs whose services are available and are capable of successful use, and this number might be largely increased by well-directed efforts, *e.g.* among professional men and women or practical experts in some particular branch of knowledge or administration. We desire to urge the importance of preserving the voluntary character of adult education, not only by the maintenance and strengthening of the voluntary bodies, but also by attracting an increasing number of those who by education and experience are fitted to act as voluntary tutors and leaders without any intention or desire to take professional work in adult education. The health of the movement would be fostered if such men and women could be encouraged in increasing numbers to feel a sense of obligation to give their services for this work.

CHAPTER V

THE STATUS, ORGANISATION AND REMUNERATION OF TUTORS

The Status of the Full-Time Tutor

TEACHING work in adult education began wholly as a voluntary spare-time service. With the later growth of the movement, it is necessarily becoming, for an increasing number of men and women, a full-time occupation. Much of the work is, indeed, still done, and a good deal will always be done, by tutors who follow at the same time other occupations. But it is inevitable that the number of tutors giving the whole of their time to the work of adult education should grow, both absolutely and in relation to the number of part-time tutors.

Types of
full-time
tutors.

The existing full-time tutors fall roughly into the following groups :--

- (a) Heads of Extra-Mural Departments, engaged partly in teaching and partly in administrative work.
- (b) Staff tutors employed by Universities or Tutorial Classes Joint Committees, and taking either four or five classes of the Tutorial Class type : also other tutors engaged in full-time work of the same character, but not recognised as Staff tutors. A Staff tutor may be defined as a tutor who is given a full-time salary, irrespective of the number of classes taken, and a guaranteed period of appointment.
- (c) Resident tutors, stationed in a particular district, and engaged partly in Tutorial Class teaching, but also partly or mainly in taking pioneer courses of various types.
- (d) Organising tutors, whose work does not differ materially from that of Resident tutors, except that it expressly includes the duty of organising and sometimes may cover a wider area.

- (e) University teachers who, under the terms of their appointment, divide their time between intra-mural and extra-mural work, or who do this in fact even if it is not clearly prescribed by their terms of appointment.
- (f) Tutors who, without any recognised salaried appointment, pick up a living by taking adult classes of various types.
- (g) Full-time tutors employed by Local Education Authorities for work in non-vocational adult classes.
- (h) Full-time Heads or Staff tutors of Colleges (such as Ruskin College), of Institutes maintained by Local Education Authorities, or of Educational Settlements. These are, as a rule, engaged partly in teaching and partly in administration.

Status of
full-time
tutors.

The total number of full-time tutors at present employed is, so far as we can estimate, about 100. The first problem that faces us arises from the fact that these tutors have no definable common status. This is partly due to the voluntary character of the original teaching work referred to above. As long as the work was purely unpaid, no problem of status arose. Even when an increasing proportion of it was undertaken by paid tutors, the problem of status had hardly to be faced so long as nearly all the tutors had other paid occupations as well. It is the growth in the number of men and women giving their whole time to adult education and necessarily receiving in many cases full-time salaries, that has raised the problem in a practical way. Even in the case of those who are employed by Universities or University Joint Committees, some are fully recognised as University teachers on a like footing with members of the internal teaching staffs; but others have no definite status at all and no relation to the University as a whole. Only during the past few years has it become usual even for those who are recognised as being on the University staffs to be brought under the Federated Superannuation Scheme, and so given rights of pension like internal teachers; and even now is not the universal practice.

Superannua-
tion.

In Oxford, Cambridge and London especially, the constitution of the University makes it difficult to give the extra-mural tutors a status corresponding to that of internal teachers. They

are not attached to any College, or senior common room; and in the case of Oxford and Cambridge their work is mostly conducted at such a distance from the University as makes any close connexion with it impracticable during the class session. The same problem arises wherever a University appoints Resident tutors in areas away from the University centre: but this hardly applies to the modern Universities.

In addition to employing tutors who receive a salary and have pension rights as members of the University staff, several Universities employ full-time external tutors without these rights, and sometimes without any security of tenure from session to session, or for more than a very brief period. There are even still a number of cases of experienced tutors employed by Universities who, though they are in effect doing full-time work, are not recognised as full-time tutors, but are paid purely on the basis of fees for each class taken, and without security of full re-employment from session to session. This is obviously a most unsatisfactory position.

The full-time tutors employed by the W.E.A. and other voluntary bodies are on a salaried basis, but usually have no rights of pension or superannuation under any scheme, nor can their employment be guaranteed beyond the brief periods for which the voluntary bodies can be sure of securing funds for their support. In some of these cases it is probable that in due course a University or some other body better able to guarantee permanent support will take over the financial responsibility for their employment; but it is to be anticipated that, for the breaking of fresh ground and the development of new types of work, such appointments will continue to be made.

The full-time tutors employed by Local Education Authorities come in most cases under the Burnham scale of salaries, and under the Teachers' Superannuation Acts. Apart, however, from the heads of the Institutes conducted by the London County Council, such tutors are few in number.

In addition to tutors wholly engaged in extra-mural work, some Universities have teachers who, by the terms of their appointment, divide their time between internal and external work.

Combination
of internal
and external
teaching
work.

teaching. These are usually recognised as full members of the staff of the University, and enjoy the same pension and other rights as internal University teachers. There are also a few cases of tutors doing full-time work in adult education but employed by different bodies for different parts of the work. These tutors are in the position of being paid by each body on a part-time basis for the work they do for it. They have no defined status and no pension rights. In such cases, even if the work is divided, one body should be definitely recognised as the responsible employer.

Part-time
tutors.

In addition to full-time tutors, there are, of course, a large body of men and women devoting an appreciable part of their time to work in adult education. This is by no means always a "spare-time" activity : in other words, it is by no means always combined with a full-time occupation outside the movement. There are, indeed, especially in the less advanced types of work, a growing number of part-time tutors for whom adult education is the principal "gainful occupation." The position of such tutors is very unsatisfactory. They have no status and no security, and they are for the most part very poorly paid. There may be not much harm in this where it is merely a method of trying out inexperienced tutors, but it is very unsatisfactory when it goes on year after year. There is no obvious remedy for it, except a considerable growth in the number of full-time appointments, especially for the more elementary types of work.

Probation-
ary tutors.

It should be added, that during the past few years, a number of appointing bodies have begun the practice of making their full-time tutors serve a probationary period before being put definitely on the staff. This is reasonable so long as the probationary period does not exceed two years and special consideration is given to tutors who have already had part-time experience. We recognise that this does not tally with the present practice of some Universities in making appointments to internal posts, but neither are the positions of internal and external tutors identical in other respects.

Tutors'
vacation.

In some cases, tutors employed full-time under a University for extra-mural work are expected in addition to do some internal University teaching during the summer term. This is in itself good, so long as care is taken to ensure that such tutors enjoy an

adequate vacation during the summer. It is desirable that the full-time tutor should have sufficient leisure and facilities for keeping up-to-date in the study of his subject. These opportunities may take the form of residence during the summer months at a University. There are also in existence a number of travelling bursaries, such as those provided by the Laura Spellman Rockefeller Trust, the World Association for Adult Education, the Educational Settlements Association and similar bodies. The holders of the bursary must usually visit, for periods varying from two or three months to a year, some foreign country and study there some aspects of adult educational work, or undertake research into some problem connected with their own subjects of study. The Oxford University Joint Committee has adopted a policy in regard to Refresher Courses for tutors which is likely to have valuable results. Each year it offers to a tutor a Refresher Course during the Trinity Term at Oxford, and pays the expenses up to a sum not exceeding £50. It also encourages its senior tutors to apply for the various travelling scholarships, and not only supports their applications but also facilitates their absence in case of success by arranging for substitute tutors to take over their classes.

Such experiments as those described in the previous paragraph are proving, we believe, of real value both to the tutor himself and to his students, who are bound to benefit from the wider knowledge he thus obtains. They touch, however, only the fringe of the problem, and we hope that larger and more comprehensive schemes will in time be developed. We recommend, in particular, that those who administer the funds devoted to travelling and research fellowships should consider the claims of tutors of adult classes when making their allocations, and we trust that the experiments attempted by the Oxford University Joint Committee and by the Associations mentioned above will be imitated and developed by other bodies.

Summing up, we may say that the status of full-time extra-mural tutors and full-time adult tutors generally varies widely from case to case, but that there has been a marked tendency of late for such tutors, when they are employed by a University

Improvements of tutors' status.

Joint Committee, to be given, in part at least, a status corresponding to that of internal University teachers, especially in the matter of pension rights. In our view, this practice should be made general, and all full-time tutors, including those employed by voluntary bodies, should not only be paid a regular salary, but, at any rate after a period of probation, should be given reasonable security of employment over a period of years, together with some provision for superannuation.

It is sometimes objected that permanent employment cannot easily be guaranteed because of the changing character of the demand for adult classes, and because it is a basic principle of the movement that the students should not have any tutor thrust upon them without their consent. In a few cases these points present real difficulty, but they are admittedly exceptional, and in our view Universities and Joint Committees or other employing bodies can fairly be asked to take the risk—in practice not a heavy one. And even this could be removed if the regulations were amended in the way we suggest below.

Membership
of University
common
rooms.

A further improvement in status could be effected if arrangements could be made for every full-time tutor working under a University or similar body to become a member of some University or College common room. Every such tutor should have full facilities for the use of University libraries and teaching equipment. Where the tutor is bound because of his work to reside during the class sessions at a distance from the University centre, such facilities might still be of advantage during the rest of the year.

In the early days of the Adult Education Movement, it is fair to say that no tutor looked upon it as a career. But with the growth of the movement a change has taken place. There has developed a need, in addition to staff tutors wholly engaged in teaching, for men and women to take more responsible posts as heads of Extra-Mural Departments, Directors of Studies, and so on, in various Universities.

Senior
teaching
posts.¹

It is to be hoped, therefore, that the Adult Education Movement will in the future increasingly provide senior teaching posts of its own. Such posts might, for instance, take the form of Senior

Staff Tutorships, paid at higher rates than the normal. These are already in existence in some Universities and may provide a bridge towards the further improvement of the status of the external University tutor.

The Status of the Part-Time Tutor

There is, for the part-time tutor, no question of pension rights or of full membership of the staff of a University or similar body. If steps were taken to put all tutors who depended on Tutorial Class or similar work for their living on a salaried basis, at any rate after a reasonable period of probation, the problem of the status and prospects of part-time tutors would present little difficulty. At the same time it is most desirable that part-time tutors should feel that they really belong to a movement far wider than the particular class or classes for which they are directly responsible. Every effort should therefore be made to encourage them to associate with their colleagues and to play an active part in the general movement. By these means they will get an adequate knowledge of the social impulses behind the adult education movement, and of the desires and points of view of students outside class hours. No tutor who is unaware of these is likely to conduct his class with full efficiency, or to give his students exactly the help that they need. Moreover, adult classes are not, and should not be, mere isolated groups. They are integral parts of a whole, and it is essential for the co-operative relationship which is the basis of adult class teaching that the tutor as well as the students should possess the wider contacts this involves. Accordingly, in our view, University Joint Committees and similar bodies should strongly encourage their part-time as well as their full-time tutors to take an active share in the work of the voluntary bodies concerned in adult education.

We have already emphasised the desirability of bringing part-time tutors into contact with their colleagues, particularly those engaged in full-time work. In the case of those working under a University or College, this is already achieved to some extent through the meetings of local groups of the Tutors' Association,

Contact
between
tutors.

to which the tutors in most cases belong. But apart from this, it is also desirable that there should be at least occasional meetings, under the official auspices of the University, of all Tutorial Class tutors with the Joint Committee, at which the local problems of the movement can be freely discussed. At a few Universities conferences are held from time to time between the Joint Committees and the tutors, and it should be the general practice for such conferences to take place at least once a year. It is also desirable that such conferences should be less formal than at present appears to be the case, at least in some instances, and that discussion should be as free as possible. Experience has also proved that there is much to be said for the constitution, in Universities employing any large number of tutors, of a Tutors' Board, to which the University Joint Committee can refer for advice matters dealing with the tutorial aspects of its work, and in effect delegate certain functions of this sort, subject to ratification by itself of any decisions taken. There is, in fact, one University institution in which the Tutors' Board is constituted as a definite part of the Department. The exact form of such collaboration, and the degree to which it should be made formal, will vary according to circumstances; but we consider that the Joint Committee should be prepared, as a matter of course, to consult the Tutors' Group in all matters affecting the tutorial aspects of the work.

There are certain other ways in which Universities can help to make their part-time tutors keenly conscious both of the unity of the movement and of their close connexion with the work of the University as a whole. Without laying down any general rules, we give the following suggestions as examples of what may be done where convenient. In the first place, membership of University Staff common rooms could be extended to external tutors, and, where the work is largely localised, a special extra-mural tutors' common room (as at Nottingham and London) could be provided. This is of great use for meetings and discussions of all sorts; its value is enhanced if, as in the cases quoted, it is adjacent to a students' common room similarly provided by the Joint Committee. Secondly, tutors could be encouraged to become members of University societies. Finally, facilities could be given

for part-time tutors who desire to do so to take Refresher Courses at the University, or to proceed to higher degrees.

The subjects taken in adult classes frequently bear a close relation to current problems, and it is therefore particularly necessary that the part-time tutor should have ample opportunity to keep up-to-date in his reading, and to maintain contacts with modern movements and ideas. Yet for the part-time tutor access to an adequate supply of books is often exceptionally difficult, and when he is working in isolation he has less opportunity than the intra-mural teacher of keeping his mind fresh through contact with other workers in his own field. **Book supply.**

The fees at present paid for adult teaching, especially in One-Year Classes and Terminal Courses, provide little or no margin for the purchase of books, or for joining the type of lending library which can meet the tutor's needs. We recommend, therefore, that employing authorities should make a special grant to tutors in isolated areas for the purchase of books, and that University and other libraries should give them special borrowing facilities ; these facilities should be adapted to the needs of those who live at a distance from the library, as well as of those who are in a position to visit it personally.¹

Similar problems arise in a special degree in the case of part-time tutors employed by voluntary bodies or Local Education Authorities. The greatest dangers for such tutors lie in isolation and inability to keep in touch with the Adult Education Movement. Often the part-time tutor works in an area which is scattered or remote, and this makes close contact with his fellow-tutors, and even with the voluntary associations, a difficult matter. These considerations apply equally to paid and unpaid part-time tutors. Some of the voluntary bodies have a large number of tutors of short courses working for them without any form of these tutors to do their work as well as it can be done. The payment for their services. It is clearly most important to help these tutors to do their work as well as it can be done. The tutors employed under Local Education Authorities occupy, in **Isolation of part-time tutors.**

¹ Some of the above recommendations are obviously applicable to full-time as well as to part-time tutors.

certain respects, a special position. Usually, there appears to be very little contact between the tutors engaged in this kind of work. They need encouragement to develop closer contacts among themselves and with the rest of the tutors engaged in adult education.

The recent widening of the basis of membership of the Tutors' Association may do something to link up these tutors more closely with those engaged in University extra-mural work ; and it is to be hoped that this change will have an increasing effect during the next few years.

Organisation of Tutors

One of the principal features of the Adult Education Movement since the War has been the growth of a corporate spirit among the tutors. The progressive improvement of adult teaching technique, the creation of professional standards, and the development of a corporate sense among the very diverse elements which go to make up the body of tutors as a whole, are, however, difficult tasks which can only be accomplished gradually. It is clear that the various bodies responsible for adult education must draw continuously on the collective experience of their tutors if they are to maintain a living connexion between the best academic traditions and the varied needs of the adult student ; while in addition to the maintenance of standards and proper conditions of work and of remuneration of adult tutors of all types, there is the need for regular discussion of teaching problems and for publication of material likely to be useful to tutors in their work. Organised co-operation among tutors is therefore necessary if their full contribution is to be made.

Tutors' organisations.

A number of tutors have been, and are, members of organisations such as the Association of University Teachers, the National Union of Teachers, and (in London) the Continuative Teachers' Association. The membership of these associations consists mainly of tutors engaged in other branches of education, and adult education cannot be said to constitute their main interest. The only teaching association dealing solely with adult education is

the Tutors' Association which, beginning purely as an organisation of Tutorial Class tutors, has been led, in accordance with the growing sense of unity in the adult education movement, to broaden its scope, until now it is open to all tutors engaged in any recognised adult education work. The local branches of the Association and its national conference provide a common meeting-ground for tutors. The Central Joint Advisory Committee and most Universities and voluntary bodies have extended full recognition to the Association, and collaborate closely with it in all those parts of their work to which the tutors collectively have a special contribution to make.

We reproduce in Appendix C a brief statement by the Tutors' Association of its aims and methods of work, and also its national programme and other documents bearing on standards and conditions of work in the various types of classes.

Remuneration

The problem of the remuneration of tutors of adult classes falls broadly into two parts. We have to consider first the relatively small, but rapidly growing, number of tutors who devote the whole of their time to the work ; and secondly, the much larger number engaged in part-time teaching.

In the case of full-time tutors employed by Universities for Tutorial Class and similar work, there is at present a considerable range of payment in different areas. The principle by which, in our opinion, the rates of payment of such tutors should be determined is that they should correspond with those of internal University teachers of similar responsibilities, but that account should be taken of the special disadvantages under which extra-mural teachers work. Among the special points that have to be considered are the following :—

- (a) Appointments to full-time Tutorial Class work are often made from the ranks of tutors who have already had considerable part-time experience. It would be unreasonable to expect these tutors to start at the lowest

salary payable to an internal lecturer, or to serve a second period of probation.

- (b) The extra-mural work of Universities at present offers very few opportunities of promotion to senior teaching posts, with the result that the expectation of advancement to positions carrying a higher salary is usually small.
- (c) The work of a Staff tutor is often of a highly responsible character, and is analogous in many cases not to that of a junior lecturer, but rather to that of a teacher holding a senior and responsible post.

**Salaries of
staff tutors.**

In view of these considerations, it does not seem practicable to institute for extra-mural teachers an elaborate grading scheme such as now exists for the internal teachers of most modern Universities. Hence the Central Joint Advisory Committee on Tutorial Classes, representing the various Universities and Tutorial Class Committees throughout the country, has recommended £400 to £450 per annum as a reasonable minimum rate of payment for a Staff tutor;¹ and this rate accords with the normal practice of Universities at present. But it is recommended on the assumption that only tutors of some experience will be appointed as Staff tutors. We agree with this recommendation. It is clearly of the greatest importance to preserve a high standard of quality among the teachers appointed to full-time posts. If junior or probationary appointments are made, they must not be such as to rob the movement of the services of full-time tutors of senior standing and capacity. In our view no one should be appointed as a Staff tutor without substantial previous experience of adult teaching. We think, further, that for tutors newly appointed to full-time work a probationary rate starting at a minimum of £320 per annum is appropriate. This figure is calculated on the assumption that the tutor takes four Tutorial Classes or their equivalent, the normal standard rate of payment for a Tutorial Class taken by a part-time tutor being £80. We consider that these salaries should apply also to tutors in Residential Colleges and similar institutions.

¹ The recommendations of the C.J.A.C. and the national programme of the Tutors' Association are given in Appendix C.

Full-time tutors working under voluntary bodies, in so far as they are employed on work comparable with that done by University Tutorial Class tutors, should also be paid at similar rates. Such tutors are, however, usually employed to a considerable extent on more elementary work. We would suggest that, in these cases, no full-time tutor should be paid less than £300 per annum, and that substantially higher rates, on the basis laid down for Tutorial Classes, should prevail for the more experienced tutors, and for the higher types of work. Thus, the W.E.A. already pays certain of its own full-time tutors at such rates as £450, £475 and £500, while recognising £300 as the minimum rate payable for full-time teaching work. Tutors at present employed by Local Education Authorities are usually paid at the rates laid down by the Burnham Committee for Secondary School or Technical Teachers, special allowances recognised under the Burnham scales being sometimes added to these rates. For example, Lancashire has recently appointed a full-time tutor at a salary of £450 per annum. We feel that the problem of remuneration is, in the case of such appointments, too complex for us to be able in this Report to make detailed recommendations, and we therefore confine ourselves to the general suggestion that the rates should be high enough to attract and retain really capable and well-qualified tutors.

Salaries of
other full-
time tutors.

We have so far been dealing with minimum rates. Many bodies already pay more than these minima, so that a number of senior tutors now receive substantially higher salaries. We suggest elsewhere that heads of University Extra-Mural Departments ought to be given a status and salary equivalent to those of a professor. Also senior Staff tutors, especially where they have served for a number of years, or where their duties include an element of supervision or direction of studies as well as class teaching, should be paid at substantially higher rates than those laid down above.

The problem of the remuneration of part-time tutors is more complicated, for it is obviously bound up with the rates of grant paid in aid of classes by the Board of Education, and with the financial provision made by Local Education Authorities for

classes under their direct control. We discuss in a later chapter certain possible revisions of the Board's Adult Education Regulations. The following paragraphs should, therefore, be read in conjunction with Chapter XIII.

Rates for
tutorial
classes.

For Tutorial Classes, the standard rate of £80 per class is now recognised by nearly all Universities. We do not suggest any increase in this rate, which seems to us adequate in the case of most classes. The Board's Regulations already allow of payment up to £100 for a limited number of classes, and this, we believe, suffices, where proper use is made of the power, to ensure a fair rate of remuneration to the senior part-time tutor. We suggest, then, no changes under this head; but we consider that the relatively few bodies that are not already paying at least these rates should bring themselves into line with the practice of the great majority.

Rates for
other
classes.

For Preparatory Tutorial Classes, the existing rate is £60. This also seems to us adequate, and we would suggest only that, when the Regulations are revised, it should be made possible to raise the rate to £80 for a limited number of classes taken by experienced tutors.

For University Extension Courses, the normal rate appears to be £3 or £3, 3s. per night. We do not suggest that this rate should be changed, but only that, as is at present the case in some areas, higher rates should be paid to experienced tutors.

For One-Year Classes under the Adult Education Regulations, the existing maximum rate is £48, for twenty-four meetings of two hours each, or £2 per meeting. We suggest that this should be recognised as the standard rate for classes complying with the Regulations for One-Year Classes, that is to say, doing work comparable with that of a Preparatory Tutorial Class, and securing from the students regular written work of a corresponding standard. In special cases we consider that a higher rate should be paid.

The rates at present in force for Terminal Courses range from £1 up to £2 per night, but the majority of courses are paid for at or near the lower rate.

We have throughout, in regard to the above rates, followed the nomenclature adopted in the Adult Education Regulations

for the various types of classes. Where classes are conducted under other regulations, or outside the scope of formal regulations, we suggest that payment should be at similar rates, according to the character of the work done in the class and the quality and experience of the tutors concerned.

As adult teaching is in process of becoming a regular professional calling, it is natural that standards of work and standards of remuneration appropriate to it should be developed. We recognise the dangers of premature standardisation in a rapidly changing movement ; but we believe that the above suggestions, whilst they cannot be rigidly interpreted, indicate approximately the standards which have already been adopted over a large part of the field. They should therefore be recognised as generally appropriate to the work by all the bodies concerned.

A special problem arises when One-Year Classes or Terminal Courses organised by voluntary bodies are financed by a Local Education Authority under the Regulations for Further Education. The tendency at present in many cases is for such Authorities to assimilate the remuneration and conditions of service of tutors in those classes to those of tutors engaged in technical education in evening schools. This sometimes results in standards of remuneration falling appreciably, and in many cases very greatly, below those usually paid to tutors working under the Adult Education Regulations, and may mean that a tutor taking two or more classes of precisely the same type is paid at widely different rates. It may also make it difficult to find sufficiently competent tutors for these classes when conducted by voluntary bodies under the financial responsibility of Local Education Authorities. Further, as such classes are not subject to the stringent requirements of the Adult Education Regulations, their standard of work may easily be lowered. While we note that the Regulations for Further Education lay down no definite standards of work or remuneration, and the matter is therefore within the discretion of the Local Education Authorities, yet we feel that the tutors in such classes often work under less favourable conditions than tutors working under the Adult Education Regulations.

**Rates for
classes
under
Local
Education
Authorities.**

**Standards
of class work.**

The simplest and, in our view, the best way of remedying this situation would be for all One-Year Classes or Terminal Courses organised by voluntary bodies, whether financial responsibility for them is assumed by Universities, Local Education Authorities, or voluntary bodies, to be conducted under conditions as to standards of work comparable with those laid down in the Adult Education Regulations.

In conclusion, we desire to repeat our conviction that, while the main body of the tutors engaged in adult education must be paid for their services at reasonable rates, if the quality of the work is to be maintained and improved, the movement must and should continue to avail itself to a substantial extent both of the purely voluntary work of tutors who receive no payment, and of much unpaid effort by other tutors who give to it freely a service that goes far beyond the terms of their contract. The paid and the unpaid work are equally indispensable ; what must be avoided is work paid for at rates so low as to secure neither the best paid nor the best unpaid service.

CHAPTER VI

THE METHODS OF APPOINTMENT OF TUTORs

Tutorial Class Tutors

IN considering the methods of appointing tutors, it is necessary to make a distinction between theory and practice. In theory, Tutorial Class tutors, both part-time and full-time, are commonly appointed by the Joint Committee for Tutorial Classes, subject to confirmation, which may or may not be formal, by the University or College Council, or by the Extension Board and the Senate of the University. In certain areas, appointments are made by the Joint Committee without confirmation by any other body, but these are a minority. In some cases, especially where a tutor is appointed to full-time work which includes classes other than Tutorial Classes, the Local Education Authority and certain voluntary bodies are consulted by the Joint Committee responsible for the appointment.

This method of appointment appears to be generally employed in respect of full-time posts, but in respect of part-time appointments the practice differs. Here the appointment is almost always that of a part-time tutor to a particular class. The appointing body is, of course, the Joint Committee for Tutorial Classes. As the Joint Committees usually meet only at intervals, in practice many Joint Committees set up sub-committees to deal with the appointment of tutors. In some cases, especially where there is no sub-committee which can be summoned at short notice, appointments appear to be made in effect by the administrative officers, subject to what amounts to a merely formal ratification by the Joint Committee. In practically all cases the District Secretary of the W.E.A. is consulted. As a rule, the local organising body and the students are also consulted, but there are difficulties in the way of making this consulta-

**Theory and
practice.**

tion effective, especially in cases of new groups and undeveloped areas. Sometimes appointments to particular classes are made from a panel of tutors. The range of choice is thus somewhat limited, but this practice is not always followed, and where it is followed, it does not always work satisfactorily.

**Representa-
tion of
tutors on
appointing
bodies.**

Tutors are represented on about half the total number of Joint Committees. In most cases their representatives are nominated by the local Tutors' Group, and sit as full members on the academic side of the Committee; but in others they attend meetings in an advisory capacity only. In some instances, where the tutors are not represented as such, the Committee includes individual tutors who are members in another capacity. Even where tutors are represented on the Joint Committee, it does not follow that they are also represented on sub-committees dealing with appointments.

In some cases the method of appointment of Tutorial Class tutors appears to place undue limitations on the power of the Joint Committee, especially where confirmation of its appointments by a series of other University bodies is required. This confirmation is not always formal. Control over appointments to particular classes should be exercised by the Joint Committee itself, but where urgency appointments have to be made, they should be made by a small standing sub-committee, specially appointed for this purpose, which can meet quickly.

We consider it particularly important that, wherever possible, full consultation should take place with the students themselves before a tutor is appointed to a class. Even where for special reasons this cannot be done, it is essential that students' organisations should be consulted. We also recommend that tutors should be represented on the immediately responsible appointing body, their representatives having full voting powers. In assessing the work of their tutors, Joint Committees depend primarily on visits of their members to classes and on the reports of the administrative officers. All classes are of course open to inspection by the Board of Education Inspectors. In a few cases reports are received from class secretaries. On the whole, the members of the Joint Committee find it difficult to maintain

**Assessing
work of
tutors.**

effective direct contact, and the reports of their officers carry, therefore, very great weight. These are based on visits to classes, on statistical records, and on formal or informal communication with class secretaries and members. If an unfavourable report on a tutor's work is received by a Joint Committee, he should be informed of the nature of the complaint and given opportunity to state his case.

Tutors of other Grant-Earning Classes

In regard to tutors of other grant-earning classes also, it is necessary to draw a distinction between methods of appointment in theory and in practice. In theory the executive committee, council, or other governing body of the organisation responsible is, as a rule, the appointing body ; but in practice, more particularly where appointments to particular classes are concerned, the circumstances are often such as to limit the governing body to formal acceptance or ratification of appointments made by sub-committees or officers.

With the W.E.A., the District is the body ultimately responsible, but the actual practice varies from District to District and according to circumstances. Normally the District Executive is the appointing body, but appointments are often in practice made by a sub-committee, or by the District Secretary and Chairman ; here, too, the Executive's function will be mainly that of confirmation, which tends to become purely formal.

**Tutors
appointed by
voluntary
bodies.**

In the Co-operative Movement appointments to classes conducted directly by co-operative bodies are usually made by the Committees of the local societies or by the Central Committee of the Co-operative Union, as the case may be. In the Y.M.C.A. in England the local branches (more rarely the National Education Committee) make the appointments, and in Wales the Welsh Education Committee. In the Educational Settlements Association, each Settlement appoints its own tutors, this function being delegated to the Warden in consultation with the Executive Committee, which is appointed by the Settlement Council.¹

¹ This is usually representative of the student body, a University, the Local Education Authority and local voluntary organisations.

Tutors
appointed
by Local
Education
Authorities.

Several W.E.A. Districts have schemes whereby all, or some, of their one-year and terminal classes are conducted under the financial responsibility of the Local Education Authority. In such cases the usual practice is formally to submit the tutor's name and qualifications to the Local Education Authority, but while the latter retains a formal veto, in practice no difficulty arises under this head. In London, the London County Council takes financial responsibility for the W.E.A. Terminal Courses; the names and qualifications of tutors are submitted to the London County Council's Staffing Sub-Committee for approval. Before this is given, the Sub-Committee interviews the tutors in question. As a rule, the names put forward by the W.E.A. District are accepted, on the understanding that they have been considered and approved by the Tutors' Advisory Board, which is an integral part of the arrangement with the London County Council. The London County Council approves tutors (*a*) for particular classes only; (*b*) for W.E.A. classes; (*c*) for the general London County Council panel. An arrangement similar to the London system, but somewhat simpler, prevails in Kent.

Where voluntary bodies conducting classes are concerned, the evidence shows that, with one or two exceptions, the principle of consultation with the student groups in the appointment of their tutors is generally applied, though it is difficult to judge how effective such consultation is in every case. The methods of consultation differ. W.E.A. Districts usually arrange a preliminary meeting of students attended by the prospective tutor. Students sometimes couple with the demand for a class the name of a tutor, and such requests are seriously considered when appointments are made. In other cases students simply ask for a subject, and the organising body either submits to them an approved list of tutors with the subjects which they take, or else recommends a tutor whom it regards as suitable for their acceptance. Another method of introducing tutors to potential students is through the medium of week-end schools or special lectures.

Emergency
appoint-
ments.

Special difficulty arises when a class is hurriedly formed, or when a tutor has to give up a class he has undertaken. Since many adult classes cannot be, or are not, formed until the eve of their

first meeting, it may be that the number of appointments made by emergency methods is such as to make less effective than it ought to be the consultation with the students, and to militate against securing the most suitable tutor.

In the Co-operative Union emergency appointments are made by the Committee responsible for the class, and the same applies to the Y.M.C.A. in England, but in Wales they are made by the Welsh Education Committee. In the W.E.A. the responsibility falls as a rule upon the District Secretary, either alone or in association with the Chairman or other officers. Where there is an approved list or panel of tutors, the responsibility is to some extent lightened, but this depends on whether the panel has been carefully formed, so as to consist of tutors whose qualifications are thoroughly known and approved.

Hasty and ill-considered appointments are least likely to be made where there exist appointment committees or advisory boards. Our evidence indicates that in more than half of the W.E.A. Districts giving information, there exists some kind of appointments or advisory committee, which usually reports to the Executive. These bodies vary considerably, from a somewhat rudimentary sub-committee of the district officers and one or two others to a joint advisory board representative of the interests concerned. There are three or four such boards in operation, consisting mostly of some half-dozen members, representing equally the W.E.A. and the local tutors' group. The principle of setting up boards of this type has been officially approved by the national W.E.A. The boards deal with all applications for teaching work, and place approved candidates on a panel from which appointments can be made. Where a Local Education Authority is a party to such a scheme, it generally accepts the decision of the board in regard to tutors of classes for which it is jointly responsible with the W.E.A. We have no substantial information available as to the principles followed in selecting tutors for inclusion on the panel, but in some cases the advisory boards make recommendations with regard to appointments to particular classes. Some of the evidence seems to ignore the important distinction between a panel of approved

Advisory
boards.

tutors whose qualifications have been carefully considered *before approval* by a competent committee, and a list of tutors available, composed either of those who have already taught for the District, or merely of those who have applied for teaching work.

Tutors appear to have no representation on the appointing bodies of most of the voluntary organisations. In the W.E.A. the practice varies, but in some cases tutors are represented. They are, of course, eligible, when members of the voluntary body, for election to the Executive Committee of the District.

In the assessment of tutors' work and capacity, the methods employed are similar throughout the whole field. They include visits to classes by officers and members of the responsible body ; meetings and conferences of tutors with the responsible body called in some cases at regular intervals, and in others intermittently ; more or less informal collection of information from those who have had opportunities of judging the tutor's capacity ; and occasionally by more formal reports from Branch and class secretaries. All grant-earning classes are, of course, subject to inspection by the Board of Education.

The arrangements made for appointment of tutors have obviously a bearing upon prospects of tutors and upon their actual teaching work. There is little doubt that in many cases consultation with the student-group might be made more thorough than it is at present. The effectiveness of consultation is, of course, a matter which depends largely on the strength of the organisation concerned. This question of consultation is of importance to the tutor. He is far more likely to be comfortable and effective in his work, if his class has had a voice in his appointment and therefore feels a responsibility for making good with him, than if he has been drafted to his class without adequate consultation with it. Hurried appointments, as we have seen, are sometimes difficult to avoid. Among other disadvantages this means that some of the best qualified tutors may be no longer available for choice, for many of them are unable to wait in uncertainty until September or October. To what extent this could be obviated by careful administration and foresight, and by a general agreement to begin the local organisation of classes

earlier, is a matter which we have not been able to investigate ; but any improvement that could be made on these lines would benefit both the tutors and the movement itself.

With regard to non-grant-earning classes, the situation is so undeveloped and practice varies so much that no generalisation as to method of appointment of tutors is possible. Such classes are here and there taken by full-time tutors, but the evidence appears to indicate that they are for the most part conducted by part-time or voluntary tutors. Where possible, the work of the tutors of these shorter courses might come within the scope of the advisory boards suggested above.

CHAPTER VII

THE TRAINING OF TUTORS

Need for
provision
of training.

ALL the evidence which we have received suggests the need for some definite provision for the training of tutors for adult classes. There is a general consensus of opinion that for all full-time tutors such training should involve a continuous full-time course of special study. There are also many part-time tutors, engaged in various forms of teaching, or following other occupations, for whom part-time courses of training, or short courses designed for the same purpose, may be desirable. On the other hand, there are undoubtedly great difficulties in the way of devising any comprehensive scheme, owing partly to the diversity of the work, and partly to the difficulty of ensuring regular employment for tutors after they have been trained. The latter difficulty applies in particular to the provision of full-time courses for those who wish to devote themselves to adult education as a career.

While no amount of training for adult teaching will ever compensate for a lack of those qualities which are peculiarly essential to this work, carefully devised training courses can render valuable service in making easier the selection of tutors who possess the right gifts and sympathies. For that reason a considerable increase in the provision of short courses and part-time courses for the training of tutors is desirable, since they would not only perform a useful function in giving part-time tutors some insight into the work, and in providing some training for those who wish to undertake voluntary pioneer work, but would also make easier the selection of candidates for more intensive courses. At the same time we wish to emphasise the pressing need for a fuller provision of intensive full-time courses, comparable in scope with those designed for other branches of the teaching profession.

The problem must naturally be dealt with according to the different types of tutor under consideration. One kind of course

is required for the training of University graduates and others similarly qualified, who wish to make adult education a profession, and a different kind for prospective tutors who either lack this qualification, or intend to make adult education auxiliary to other work, or are willing to undertake it in a voluntary capacity in their leisure time.

Variety of
courses
required.

What the University graduate requires above all is a background of experience which will enable him to understand and sympathise with the needs of his students. As the majority of students in Tutorial or similar classes are wage-earners, the Tutorial Class tutor must be able to understand the interests of working-class students and the organisations through which these interests are expressed. This involves close contact, during the period of training, with the students themselves and with the organisations to which they belong.

Needs of the
University
graduates.

While this is the first need, it must not be assumed that the University graduate is otherwise fully equipped to teach his subject to adult students. He has probably pursued a specialised course of study at the University leading to an Honours degree, and has had little time to obtain a wide knowledge of allied subjects; while there may be considerable gaps even in his knowledge of his own special subject. He should therefore be given during his period of training the fullest opportunities for widening his knowledge of his own and allied subjects, and also for carrying out suitable research, especially in relation to the environment of his future students. Apart from this, he will need guidance in the presentation of his subject to his students, in the preparation of syllabuses and lectures, the treatment of written work, and in the technique of teaching generally. If the prospective tutor is to avoid much wasted effort when he begins to teach, he should be helped to study the actual process of learning in relation to the special difficulties of adult students.

A comprehensive training on these lines would be possible only in the case of those graduate students who intended to take up adult education as a career. We shall make suggestions later for the part-time training of those who wish to take up adult teaching in addition to some other occupation.

One-year
class tutors.

It is clearly desirable that tutors who are to take One-Year Classes or Terminal Courses should be as well qualified as those engaged in Tutorial Class work. The rapid increase in the number of courses of these types probably renders this aim unattainable at present: but steps should be taken to give the best possible training to those who are to undertake them.

Little has so far been done in the training of tutors for adult education, but certain experiments are being made, and an account of some of these may be of use.¹

Experiment
at Nottingham.

The most complete experiment planned by a University body is that of University College, Nottingham. When the Department of Adult Education was established, it was realised that the training of tutors would come to be one of its most important activities, and this was therefore included in its constitution as one of its functions. On the recommendation of the Department the Senate prescribed a post-graduate course for the training of Tutorial Class tutors, leading to a diploma in adult education, and a course for the training of One-Year Class tutors, leading to a certificate in adult education. For the diploma course, candidates must previously have obtained a good Honours degree or must satisfy the Head of the Department that it will be possible for them to attain to an Honours standard in their special subject with the additional year's work. In the course for the certificate, the academic qualifications required are not so high, and satisfactory work in a University Tutorial Class during a period of not less than three years is accepted. In addition to the course for the certificate or diploma, short courses of training have also been given during the summer in the evenings.

The prescribed course for the diploma is divided into two parts. The first of these includes social psychology, the history and organisation of adult education, and methods of teaching in adult education (with some practical work). The second part consists of an intensive course up to Final Honours standard in

¹ For a fuller account of the training courses in operation at the Oxford Training Summer School, University College, Nottingham, Holybrook House, and under the auspices of the Educational Settlements Association, see Appendix D.

a selected subject, together with one subsidiary subject. The course for the certificate is the same as that for the diploma, except that in the second part the standard is approximately that required for the Pass degree.

It is interesting to note that the Oxford University Delegacy for Extra-Mural Studies, through its Joint Committee, in 1927 and 1928 conducted experimental courses of training for adult class teaching, intended for adult students engaged in full-time study at Oxford. The courses were held during the last two weeks of the Summer Term and the first week of the Long Vacation. They dealt with the principles and methods of teaching, the presentation of subject matter, preparation of syllabuses, etc., and included teaching practice, all with special reference to the needs and outlook of students in adult classes. The course was planned and conducted by two senior tutors, one a member of the staff of the University Department for the Training of Teachers, who had long taken an active part in the W.E.A. and had himself conducted adult classes, and the other one of the most experienced of the Tutorial Class tutors. After considering the reports of the tutors and the observations of the students, the Delegacy were satisfied that the experiment was thoroughly justified.

**Experiment
at Oxford.**

The Summer School at Holybrook House, Reading, under the supervision of a Board of Studies appointed by the Oxford Joint Committee, is the most systematic provision of training for the more informal types of adult education. The main aim of this course is to equip W.E.A. students to help the movement in short-course work. The scheme includes training in the collection and handling of material, in actual teaching methods, in arrangement of courses, and in the development of interest in and knowledge of the adult education movement. At least 95 per cent. of the students have been members of Tutorial Classes, and as the number of applications is usually more than double the number of places available, it is possible to insist on a high standard in the selection of students. The course of study covers four weeks, and every student is desired to stay for the full period. During the course the students are required to prepare a detailed syllabus, with suggestions for reading and essay subjects, for a course of

**Holybrook
House,
Reading.**

pioneer lectures or a Terminal Course ; to prepare and deliver a trial lecture ; and to plan a longer course of study extending over twenty or twenty-four meetings. In each case lectures are given by the tutor in charge on a particular subject or group of related subjects, and the training in teaching methods is closely related to the subjects to be taught. Practice in and criticism of adult teaching by the students is an important feature. The replies to questionnaires issued from time to time by Holybrook House show that at least 80 per cent. of the students render service to the W.E.A. after they have left Holybrook, either as teachers of One-Year or Terminal Courses or as occasional lecturers.

Other
training
courses.

In addition to these more elaborate schemes, training courses are provided at Ruskin College, and at residential summer schools organised by Joint Committees and voluntary bodies ; while special classes and week-end schools are in some cases arranged by voluntary bodies. The Educational Settlements Association gives each year one or two bursaries enabling young prospective tutors to receive a year's practical experience and guidance at a settlement or college affiliated to the Association. The Kent Education Committee has entered into an arrangement with the Kent Rural Community Council under which it meets part of the cost of courses of training for work in local voluntary organisations of an educational character.

Full-Time Training

The courses described above are avowedly experimental in character, and those responsible for them would be the first to admit that they do not fully meet the need. That they have not gone further is due mainly to the difficulty, already mentioned, of providing professional training for a branch of education which at present offers little certainty of a career. We are of the opinion that the establishment of adequate facilities for training must depend ultimately upon the provision of more full-time posts in adult education, and of reasonable conditions of service and prospects of promotion ; but it is possible that the training given in the courses which we propose might also be useful to candidates taking up other occupations.

We have no desire to recommend any stereotyped course for the training of tutors, since we believe that the best results will be obtained through free experiment on the part of the bodies concerned. The following considerations seem, however, to be important in the light of our enquiry :—

Nature of
training
required.

1. Apart from the short courses and part-time courses referred to below, courses of full-time training should in general be limited to those who have attained a high academic standard.

2. Training in methods of teaching should, during the period of training, be related to the subjects which are to be taught.

3. Any scheme of training must provide the fullest opportunities for practical work in adult teaching, and for contact with working-class and other organisations with which the adult student is likely to be concerned.

These considerations lead to the following conclusions :—

- (1) It is desirable that all training courses should be given in association with a University, and that they should provide ample opportunity of gaining experience of the work of as many different organisations as possible, both urban and rural.
- (2) A training course should normally be residential, and should provide for all types of prospective tutors. Actual contact between ex-students of Tutorial Classes, ordinary graduate students and workers in other fields would be one of the most valuable features of such a course.
- (3) It is recognised that the best type of course can only be discovered by experiment, but there should be included theory and practice of adult education, social psychology, methods of teaching in adult education, the history and organisation of adult education, and the history and organisation of movements such as working-class movements, with which the tutor's future students are likely to be associated.
- (4) Opportunities should be provided for further study and research in the subjects candidates propose to offer.
- (5) Arrangements should be made for practice in teaching

under supervision, and for prospective tutors to have facilities for visiting classes taken by experienced tutors. Practice classes should also be established as a definite part of the work of the course. In these practice classes, all students in training should take part, each taking it in turn to conduct the class, and submit to criticism by the other members and by the tutor in charge.

Personnel
for the
training
of tutors.

It may at first prove difficult to find suitable personnel for the training of tutors. It would be a misfortune if this important function were merely tacked on to Extra-Mural Departments of Universities without special arrangements being made. An administrative officer, who is frequently engaged in other University duties also, has usually not the time, and may not have the qualifications, to undertake this responsibility. We consider it important that whoever has charge of the training of tutors should be an experienced tutor himself, and it is desirable that he should continue to take some classes. At the same time, it does not of course follow that every tutor—even every good tutor—is qualified to train other tutors. The person to whom this duty is entrusted should be a man of outstanding personality, with a high ideal and a thorough knowledge of the aims of adult education ; and he will need himself to have had special training in, or experience of, teaching methods.

Alleged
danger of
"professional-
ising" adult
education.

We have had before us the suggestion that, in order to avoid any dangers which may result from "professionalising" adult education, no diploma should be attached to courses of training. We do not, however, regard this as a serious danger ; we consider, in fact, that the most urgent need in adult education to-day, from the point of view of the supply of tutors, is to make this branch of teaching as much a profession as any other. If the movement is to secure and keep the best tutors in sufficient numbers, adult education must offer reasonable prospects of a career to those who devote themselves to it ; and there is no reason why, if a reasonable professional status is given to tutors in adult education, this should in any way weaken or destroy the best traditions of the service. We believe it would have the opposite effect. We therefore consider that there could be no objection to following the

usual practice prevailing in the training of teachers in general and offering a diploma at the conclusion of a full-time course of training. We consider, however, that the standard of such a diploma should be kept high, and that a University would be the most appropriate body to grant it. It is also essential that such a diploma should not be a mere academic qualification, but should testify to the capacity of the holder as a tutor, after account has been taken not only of his performance in examinations, but also of the manner in which he has acquitted himself in the practical part of his training course.

Short Courses and Part-Time Training

It is extremely difficult to make definite recommendations with regard to short courses and part-time training, since there are such widely different needs to be met, and so many possible ways of meeting them. Attendance at short courses or part-time training classes is advisable for University graduates and others similarly qualified, who intend to make adult education auxiliary to other work. They should also be prepared to undertake a certain amount of voluntary work during their "apprenticeship" period.

Those who are anxious to undertake purely voluntary work in adult education often need some training in methods of teaching and presentation of subjects. Some of the voluntary bodies, faced with the need for a larger supply of teachers for the classes they organise, have attempted in various ways to provide suitable training for those already engaged in voluntary teaching on their behalf or desirous of undertaking this work. These have taken the form of isolated lectures or courses of lectures on teaching methods, week-end lecture schools, mid-week non-residential training courses (specially for women) and summer schools of various periods—dealing with particular subjects and methods of teaching them, and affording opportunities for the discussion of problems met with in the classroom.

Training of
voluntary
tutors.

Whilst good results have followed from such efforts, the organisations concerned are conscious of the need for further and

better provision, and would welcome the assistance of those competent to give it. The provisions outlined for tutors of Tutorial and One-Year Classes are not always suitable for the tutors and prospective tutors we have in mind, who unlike the former are not looking forward to teaching as a profession, and whose circumstances would not usually permit them to attend a distant centre for a course of training.

The provision of local facilities along the lines previously suggested would appear to be more suitable to meet this need, and we are of opinion that closer connexion between the Universities and the voluntary bodies might lead to the evolution of suitable schemes of training that would be helpful to the voluntary bodies specially concerned. The travelling expenses of students to a centre and the cost of employing a suitable tutor for a training class are difficulties which might perhaps be overcome if such classes, lectures and schools could be recognised for grant-aid.

The ex-Student as Tutor

An increasing number of tutors, both men and women, have been adult students themselves and have thereby gained knowledge and experience which have helped to fit them for teaching work in the movement. Some have gone forward from Tutorial Classes to a full-time course at a University or residential college. Of these, some have taken a full degree course of not less than three years, while others have been able to give only two years, a year, or even a few months to full-time study. Until recently, for example, the Cassel Scholarships awarded through the Central Joint Advisory Committee were given, in most cases, only for a single term ; ¹ and even now there are few scholarships available from any sources which allow a full degree course to be taken. At the working-class residential colleges few students remain for more than two years at most, and many for only a year.

In addition to those ex-students who pass through some period

¹ Cassel Scholarships are not awarded for the purpose of providing special training for tutors. In the view of the Cassel Committee, if the student shows the requisite ability, some other body should take charge of his training for adult teaching.

of full-time study, there are far more who come to take part as tutors in the adult education movement without this form of preparation. Holybrook House, Reading, as we have previously described, trains, by means of its summer courses of a month's intensive study, a considerable number of men and women for the less formal types of adult educational work. Other students acquire a little special training at the ordinary summer schools, while yet others pass from Tutorial Classes, or Advanced Tutorial Classes, into some sort of adult teaching without any, or with only the most rudimentary, preparation for it. In no case, however, have classes conducted by University Extra-Mural Committees been taken by ex-students of Tutorial Classes who have had no further educational training at either a University or a residential college.

Despite the very great difficulties at present in the way of the ex-student who desires to become an effective tutor, there is ample evidence that many ex-students have made good and have brought a distinctive and valuable contribution to the teaching work of the movement. A former adult education inspector under the Board of Education has emphasised the good work that has been done by ex-student tutors, and expressed his opinion that increasing use should be made of them. The evidence presented to us indicates that while the difficulties are by no means overlooked, there is general support for this opinion.

Success of
ex-students
as tutors.

It has to be remembered that, in dealing with classes of working people, the ex-student tutor has certain advantages as compared with others. He shares the experience and outlook of the working men and women in his classes; he can understand their struggle for knowledge; he can use the language of his students, and draw illustrations from the circumstances of life and work which are familiar to them. On the other hand, if he shares the experience and outlook of the class members, he may be less able to widen it, owing to the limitations of his own education. Lack of confidence may make him over-dependent on books, afraid of departing from his notes and of experimenting in new methods of teaching. Ex-student tutors may tend to over-emphasise their academic attainments; while their residence

Advantages
of ex-
students
as tutors.

Disadvan-
tages.

as students at the University may help them to lose sight of the world of working men and women.

Undoubtedly with the majority of classes a tutor who has passed through a complete school and University training and possesses a degree has a certain prestige which gives him an initial advantage over any tutor who lacks these qualifications. The lack of this prestige will not, however, generally hamper the competent ex-student tutor, when once the class has got to know him. On the other hand, it must be remembered that there are some classes in which there are students who will regard academic qualifications as a disadvantage. The prejudice against the ex-student tutor, which sometimes exists even when he has been to a University, may take a more serious form when he attempts to become "a prophet in his own country." On this ground it is suggested that the ex-student tutor is often not best employed in taking classes in the neighbourhood where he has previously lived.

Need for a
substantial
period of
training.

It is vital to distinguish between the various forms of teaching work for which the ex-student may desire to offer himself. For the highest types of adult teaching, such as work in Tutorial Classes, few, if any, ex-students are likely to become qualified without a full-time University degree course or its equivalent. The same condition applies to nearly all full-time teaching posts, even for the less advanced types of work. Very rarely will any ex-student become fit for such posts without three, or at the very least two, years full-time study of University standard; for full-time employment calls not only for special personal qualities, but also for a range of knowledge which cannot be acquired without a prolonged period of full-time training. Less than this, however, may qualify some tutors, whether ex-students or not, for part-time teaching work, in Terminal Courses, One-Year Classes, and similar forms of adult education; for example, a year's course at a University, or an equivalent full-time course at a residential college which provides a suitable training. There are also some students, though not very many, who can fit themselves for part-time work of this kind by means of special training, which does not involve full-time study; and indeed it is clear that, owing to the large demand for

non-grant-aided classes, we cannot hope to meet this need without calling on tutors who have not received a full-time training.¹

The process of selection for training in methods of teaching must clearly begin in the student's own class, as suggested below. But it must be emphasised that training itself cannot be given to an appreciable extent in any ordinary class. It is possible, however, especially in an advanced Tutorial Class, to give a student who shows promise as a tutor some special help in working up his subject, perhaps by guiding him in an independent study of some particular aspect of it. For this purpose, an adequate supply of books and other material is essential; and this might be provided by the loan of an additional number for the use of the student concerned. As an alternative, or a supplementary method, special facilities might be given for the use of libraries.²

Selection for training.

Special training courses, even at this stage, are indispensable. These should be of a simple and preliminary type much nearer in its methods to a "speakers' class" or expression class than to any formal training course. What is mainly wanted at first is not so much to prepare students for taking actual classes or even short courses of lectures, as to help them to learn to speak well and clearly, to arrange a talk or lecture in an attractive way, and to read well and master the art of note-taking and getting up a subject. Syllabus preparation, and training for more elaborate class-teaching, should come later; they are less likely, at this stage, to help the student than to give him a wrong conception of the way to set about the task immediately before him.

Special training courses for ex-students.

¹ This is not said with any desire to under-rate the difficulty of much of the more elementary teaching work, which may be fully as difficult as work of a more advanced standard. Attempts to use tutors with defective training for the more difficult kinds of elementary teaching are bound to break down. Men and women without University qualifications may make good, however, if they possess the right qualities of personality, since much of the work makes more call on the capacity to arouse interest and less on academic attainments. This applies especially to work designed to attract students who are never likely to proceed to more advanced work.

² Apart from such special arrangements, it is essential that classes in general should be well supplied with books, if students are to be encouraged to take up teaching work, since otherwise any intensive study of their subjects is difficult or impossible.

Even while the student is taking a course of the type described, he can begin trying his hand, with the help of his tutor, at talks and simple addresses to local organisations, such as Adult Schools, Co-operative Guilds, Trade Union branches, social clubs, branches of the W.E.A., and similar bodies. This will give him experience useful both in itself, and as a preliminary training for teaching work more properly so called. If the student shows promise, he can later be set to give short courses of lectures, to conduct a study circle or other non-grant-earning course, or even, in exceptional cases, he can be tried out further with a grant-earning Terminal Course.

Normally, however, before an ex-student takes on any sort of connected teaching, even of a non-grant-earning type, he will need further training. Only a minority of those who fit themselves for the pioneering work described above will ever go on to this further stage. It is for this minority that such courses as are now provided by Holybrook House, Reading, are designed; and we are convinced that they would even increase in value if the students taking them had already passed, in their own districts, through preliminary courses of the type we have suggested above.

Holybrook House, however, can provide only for a very limited number. It provides certainly by far the most satisfactory form of short-course training at present available; but other and more widely accessible facilities are also needed. We see no reason why special training courses should not be arranged in all the larger centres, both for ex-students and for other prospective tutors mentioned above, who intend to take part-time work in adult education. These might take the form in a few cases of additional residential summer schools on the model of Holybrook House; but they will have to be largely non-residential if they are to provide for the needs of many of the most promising students. The ordinary summer schools, for the most part, can do little to meet the need, both because students do not remain long enough in residence, and because it is difficult to fit in adequate provision for training courses with the general arrangements of the school.

We favour, therefore, in addition to Holybrook House and

similar institutions, the development in all possible centres of special part-time training courses or classes. These can be organised in various ways. Sometimes it may be possible to arrange a consecutive series of residential or non-residential week-end schools devoted wholly to this object. Sometimes special evening classes, which must be kept small in numbers, might be held, either in the spring or summer months or through the winter session. For women, afternoon classes of the same kind may be possible, one type being a sort of "mid-week school" held every afternoon in the week for a limited period. There is need for great elasticity in the arrangements in order to meet the difficulties of varying types of students.

Part-time
training
courses.

Where the full-time training courses which we have recommended are provided, special short courses and part-time courses should be arranged in connexion with them; though the extent to which this could be done would depend upon the resources available and the needs to be met.

In courses of these types, a good deal of attention will have still to be devoted to practice and training in actual speaking and lecturing—that is, to the clear presentation and effective delivery of what the student has to say. But there will need to be a much larger admixture than in the elementary courses of syllabus preparation, and help in the gathering and working-up of material for connected teaching. For this purpose it is necessary that arrangements should be made for the supply of boxes of books to such training groups, and that individual students should be given special facilities for the use of libraries. In short, the aim will be to train teachers for classes rather than speakers and educational propagandists for talks and single addresses.

The Selection of Adult Students for Training

In considering the best ways of selecting adult students for training courses we have to take account of the supply of candidates, as well as of the methods of testing their suitability.

A certain number of the candidates will be students who have really selected themselves—students who feel a strong desire to teach and are prepared to make sacrifices in order to

Types of
candidate
for training.

equip themselves for such work. Some of these may, perhaps, take a too exalted view of their own capacity ; but in spite of this danger (which can be reduced to a minimum by effective methods of selection) it would be a mistake to discourage self-selected candidates. Such candidates usually possess the important qualification of confidence, and are likely to have sought opportunities to show their capacity by lecturing or by public speaking.

A second type of candidate is the student whose abilities have attracted the attention of the tutor of his class or the officer of the educational body concerned. It may happen, of course, that the latter has been impressed by the personality of the student or by his enthusiastic work for the movement, and has fallen into the error of underrating the importance of a high level of intellectual capacity. The tutor, too, may err through over-enthusiasm and may unduly magnify a slight difference in ability—particularly if the student is prominent in discussion or facile in writing. This is likely to occur where the tutor has few opportunities of meeting his students outside the class. Nevertheless, the co-operation of tutors and officials of educational bodies in discovering candidates for training courses is essential to any scheme of training, and too great enthusiasm in the matter, even if it leads to mistakes, is preferable to too little. Errors of judgment after all may be rectified, if the methods adopted by the selecting body for testing the suitability of candidates are effective. Information concerning training courses should be placed before classes, especially Tutorial Classes, in the beginning of their third year, and tutors and officers of voluntary bodies should be encouraged to regard it as part of their duties to be constantly on the alert to discover suitable candidates for such courses. A Tutorial Class, especially in its later years, can provide opportunities for “ trying out ” likely students by encouraging them to read papers and open discussions in the class—a method which is all the more valuable when the opener is left free to reply to criticisms and to guide its course. Such methods, supplementing the ordinary class discussions, should enable tutors in most cases to “ spot ” likely students.

No matter whether the candidates wish to become Tutorial Class tutors or to equip themselves to take classes of a less advanced type in their leisure time, the problem of selection is essentially the same; in both cases selection should be based upon intellectual capacity, educational attainment and personality. The need for personal qualities is similar in both cases, but where the candidate wishes to become a Tutorial Class tutor (which involves a University training) a higher standard of intellectual capacity must of necessity be required, and usually a higher level of educational attainment also.

**Principles of
selection of
candidates
for training.**

In testing the suitability of candidates for full-time training courses, regard should be had to the following considerations:—The preliminary selection should be based upon intellectual capacity and educational attainment, in which the selecting body is bound to be guided in the main by reports from tutors, written work submitted by the candidates, and records of their educational experience. In regard to the tutor's report, it is important that tutors should recognise their responsibility and should not allow good nature or friendship to influence their judgment. With a view to avoiding any possible unpleasantness, tutors should be asked to send a frank and confidential report direct to the selecting body, apart from any recommendations attached to the application form. Further, tutors should discourage the candidature of any student whom they think unsuitable, if this can be done without disturbing the amicable relations which should exist between tutor and student. So far as written work is concerned, essays or exercises prepared for the tutor during the Tutorial Class will often be found helpful in assessing the capacity of the student. This record of educational experience will be of special value where the candidate desires to become a Tutorial Class tutor, since a good general education, while not absolutely indispensable, is nevertheless calculated to give that background of general knowledge and culture which is so important for a tutor of a Tutorial Class, and will also be of great advantage to the student in a University course.

While, however, a good standard of intellectual capacity

should be insisted upon, such capacity should never be regarded as compensating for the lack of the personal qualities needed in adult education. The selecting body will be able to get evidence in regard to personality not only from the tutor, but also from the officer of the educational body, or from other responsible persons who are intimately acquainted with the candidate. In cases where the educational officer does not know the candidate he should assist the selecting body by making adequate enquiries.

Where the candidate has undertaken lecturing or public speaking or has attended a preliminary training course, a report upon the measure of success attained will be useful to the selecting body. Finally, an interview with those candidates whose names are placed on the final "short list" should be regarded as indispensable.

Since the work of selection is by no means simple, it would be well that the selecting body should always be small in size. It should include academic representatives with direct experience of adult education, and representatives of voluntary educational bodies. In the case of Universities the best method is usually for the Tutorial Classes Joint Committee to undertake the task either directly or by a special sub-committee appointed for the purpose.

It is desirable that selecting bodies should make it clear that they cannot undertake any obligation for the candidate's future career, after training. They must confine themselves strictly to the task of testing the suitability of students, and of securing for them the best possible training to equip them for teaching work ; beyond that their responsibility should not go.

While we wish to emphasise the need for more careful selection, better training, and a more adequate consideration of the sort of work which such tutors can, or cannot, be expected to do with success, we hope that bodies responsible for adult education will be able to employ in the future many more ex-student tutors. We have stressed especially the need for preparing students for the more elementary types of work, both because we believe that in this field the largest number will be able to make their distinctive contribution to the move-

The
selecting
body.

Employment
of ex-
students as
tutors.

ment, and because this seems to us an indispensable first step towards the discovery of the individual ex-student's capacities and limitations. If this view is correct, it is evident that the problem of helping more ex-students to become tutors is primarily that of choosing the right men and women in the classes, especially of the higher types, and of providing the best possible part-time facilities for equipping them for work of the more elementary kind. It is not, of course, suggested that the adult education movement can have the pick of all its students for teaching work. There are many other calls upon students, and by no means all, even of the best, would succeed as tutors or propagandists for the movement. But we believe that a considerably larger number of ex-students could be attracted into the work, and could succeed in it, if proper facilities were given.

Financial Provision

Unless adequate arrangements can be made to provide facilities for training, it is difficult to see how in the future an adequate number of qualified tutors can be recruited for adult teaching.

We hold that the training of tutors for adult education is as important in relation to the volume of the work as the training of teachers for other branches of education. If so, this work has a just claim on the resources of the State. If it is necessary to subsidise the training of teachers for school work, it is equally necessary to provide assistance in the training of tutors for adult classes. In relation to the demand the need is even more urgent, and the difficulties are greater. We therefore recommend that the Board of Education should consider seriously the possibility of extending their system of training-grants to appropriate bodies providing courses of training for tutors, and to candidates who are accepted for such training.

Need for
training
grants.

The problem divides itself naturally into two parts. There are, first of all, those who have themselves been students in adult classes and who have proved their fitness to undertake work as tutors, and have completed their preliminary academic training. Secondly, there are those who have graduated in the ordinary

way and are prepared to devote an additional year to professional training.

Scheme
for state
scholarships.

In the case of the former, we suggest that State scholarships for adult students, recommended in the following chapter of this Report, should be available for students who are devoting a period to training as tutors. It would not be possible for such candidates to get through their course with anything less than the full scholarship required for adult students without means and with no possibility of assistance from parents. It is probable that, for some time to come, the numbers of students of this class who require training for the work of teaching will be small, and the assistance recommended would not involve a very large sum annually. We do not, of course, recommend that any fixed proportion of scholarships should be earmarked for the purpose of training, but consider that individual cases should be considered on their merits.

In the case of those who have graduated in the ordinary way some such scheme as that already in operation for the training of teachers might serve. In most University Teachers' Training Departments, the practice now is to take only degree students or graduates who can qualify for the teacher's certificate or diplomas after one year of post-graduate training.

The Board already provide assistance for recognised students who embark upon a four-year period of training, including a course leading to a degree, which usually occupies three years, and also for one-year students who have already graduated. In the case of four-year students, the Board's grant during the first three years covers the composition fee charged by the institution for the degree course, and there is usually an additional payment of £5 in respect of the general supervision of the student. In the fourth year a grant not exceeding £35 is paid. These grants are paid to the institution. In addition to grants to cover tuition, maintenance grants are paid at the following rates :—

Day students,	£26 for a man, and £20 „ woman.
Students in a Hall of Residence,	£43 for a man, and £34 „ woman.

In the case of one-year post-graduate students, the grants are the same as for the fourth year above.

These grants do not, of course, cover the whole cost to the student of attendance and maintenance. Somewhat higher grants would be desirable for students in training for adult teaching. Apart from the necessity for attracting the best types of students to this work, the expenses would be considerably heavier, since it would be necessary for students to visit classes and courses spread over a wide area to gain practical experience of adult education during the period of training.

While we believe that the more adequate support which would be provided by the proposed State scholarships would be necessary for the majority of ex-students of Tutorial Classes who are seeking training, we consider that such candidates should also be eligible for consideration under the second of the two schemes mentioned, and that training grants should be available, if necessary, to supplement other scholarships held by ex-students of adult classes.

As we have indicated above, the situation cannot be met by the provision of full-time training alone, and it is necessary also to make provision for part-time training courses. We have suggested that the conducting of such classes should be included among the duties of the full-time tutors, but it is also desirable that the Board should be prepared to make grants for classes and courses conducted with this object under the auspices of responsible bodies.

Grants for
part-time
training
courses.

CHAPTER VIII

THE ADULT STUDENT AT THE UNIVERSITY

IN the previous chapter we have expressed the opinion that the academic qualifications of the ex-student of an adult class who desires to undertake Tutorial Class teaching must be similar to those of the ordinary University graduate. This will necessitate a more adequate provision than at present exists for admitting adult students to internal University degree courses, if much of the teaching ability at present unused for lack of opportunity and encouragement is not to be wasted. There are, however, difficulties to be faced. The University scholarship system, the entrance examination, the course of studies planned and the guidance given to students have been designed in the main for those passing direct from the secondary school to the University ; we must therefore consider what modifications are necessary to meet the needs of adult students, while preserving the standards of the University degree course.

The Provision of Scholarships and Bursaries ¹

The question of bursaries and scholarships available for adult students at once arises. We are concerned in this Report not with the whole of this complex question, but only with its bearing on the supply and training of tutors. It is, as a general rule, undesirable for the scholarships or bursaries at present offered to adult students to be in any way earmarked for students who propose to take up teaching work after the completion of their course. It is often impossible, at the time when a scholarship is to be granted, to tell whether a particular applicant will, or will not, make a good tutor of adult students. This may seem, at

¹ For a fuller account of the provision of Scholarships and Bursaries, see Appendix E.

first sight, to relieve us of the necessity of considering at all the forms and conditions under which such grants are made, but while earmarking for subsequent teaching work is not desirable in these cases, it must be remembered that *in fact* a substantial number of the adult students who are awarded scholarships and bursaries will desire, if their qualities make them suitable, to return to the Adult Education Movement as either whole-time or part-time tutors. We therefore feel it necessary to offer certain observations on the problem as a whole.

In the first place, it is evident that the existing scholarships and bursaries are inadequate in number and also, in many cases, in amount. Thus for every University scholarship awarded to working miners under the Miners' Welfare Scheme in 1927, a large number of suitable candidates were turned away. For each student accepted by Ruskin College at least twenty are rejected. Again, Coleg Harlech has begun with six students, but might have had many more of suitable type and quality if more bursaries had been available. On the other hand, very few bursaries cover more than the actual college or University fees, and many do not suffice to meet the expenses of board, lodging and tuition alone. Even when the bursary covers college charges, maintenance grants are usually needed for the student's vacation charges and other personal expenses and, in many cases, for at least the partial support of dependents.

**Inadequacy
of existing
provision.**

Among the colleges attached to no University, Fircroft, Avoncroft and Hillcroft have endeavoured, with considerable success, to prevent candidates from being deprived of the opportunity of a year at college simply on the ground that the necessary fees cannot be found. Nevertheless this has sometimes happened when a candidate, already assured of a full bursary, has been unable to raise the amount needed for clothes, books, travelling expenses, cost of living during vacations and other incidental expenses. In so far as these colleges have been able to accept most of the suitable applicants presenting themselves it has been, on the one hand, because the number of applicants has been relatively small, and on the other, because they have kept their costs down and have been well supported by Educational Trusts. In addition, Local

**Bursaries at
residential
colleges.**

Education Authorities have of late in an increasing number of cases made grants to students going from their areas to those colleges, and especially to Hillcroft.

Oxford and
Cambridge
scholarships.

The Oxford Extra-Mural Delegacy, while not necessarily providing out of its own resources the total amount of the scholarship, does guarantee to the student the full amount required to meet the cost in terms and vacations (including maintenance allowances where dependents are involved) of a University intra-mural course, irrespective of whether or not the Delegacy is able to obtain grants in aid from Local Education Authorities or other sources. The Cambridge Board of Extra-Mural Studies without giving such a guarantee publicly, has in fact been able to secure for every student enough outside help to enable him to bring his scholarship up to this amount. It is clearly desirable that the full guarantee should be given wherever possible, and that the final responsibility for securing the necessary grants should not rest on the student.

Educational
trusts'
scholarships.

It is, however, clearly impossible for this to be done in all cases at present, and in effect many students are likely for some time to come to find that they must somehow obtain help beyond what the University and the Local Education Authority can provide. The general tendency is for students to appeal personally to one or more of the Educational Trusts. Considerable overlapping results. The bursary held by the student may originally have been given, through a non-University college or other voluntary organisation, by the Trust to which he applies, and a further grant may be made by the same Trust without either college, Trust or student realising the position. On the other hand, a college or other voluntary organisation through which Trust bursaries are administered may know that the Trust, having already given generously in this way to its funds, will not be prepared to consider requests from it for supplementary grants to any of its candidates, and candidates consequently may be unable to obtain the additional assistance they need. It has happened not only that some candidates have on this account been unable to accept bursaries, but of those who are actually at college some have obtained Trust grants who were known to the

college authorities to be far better off than those who have been unable to do so. Thus, to the regret of all concerned, there is added to insufficiency of the total amount available some measure of failure in distribution. So far as the total is concerned, all Educational Trusts which make grants to individual students are overwhelmed with applications, and some have been forced to adopt the policy of lowering very considerably the maximum that they give to even the most needy applicants.

This situation is made the more difficult because there are still many Local Education Authorities which make no grants at all to full-time adult students. The practice of making such grants is, indeed, spreading fairly fast; but at present mere accident of residence may determine the issue. A man who lives on one side of a street may have chances which are denied to his opposite neighbour, and a promising student who has actually obtained a University or other scholarship may be compelled to resign it because he is unfortunate enough to reside in the area of a Local Education Authority which makes no provision for assistance of this kind.

Scholarship
grants by
Local
Education
Authorities.

We are glad to observe that the Adult Education Committee of the Board of Education has recognised the urgent need for increased scholarship facilities for adult students, and that they recommend, in the *Report on Full-Time Studies*, "a scheme of State Scholarships for adult students to be administered by the Board of Education." We wish to support this recommendation unreservedly, and to express the hope that the Board will be able to give effect to it in time for the session 1929-1930. While such scholarships could not be numerous, we consider that they would have an effect upon the general provision made at the University for adult students out of all proportion to their numbers, for they would stimulate the willingness of other public bodies to provide adequate help.

Oxford and Cambridge, by reason of the increased Treasury funds placed at their disposal for extra-mural work, in consequence of the Report of the Royal Commission, have been able to lead the way in the provision of University scholarships for adult students, and we are glad to be able to pay a tribute to the generous manner

in which they have interpreted their responsibilities. We are convinced that other Universities are ready and anxious to follow their example, but they lack the means. They are placed at a grave disadvantage in this respect as compared with the older Universities. Only by increased Treasury help is it possible to secure an increase in the provision of adult scholarships by the newer Universities and University colleges.

Provision of
scholarships
by Local
Education
Authorities.

Apart from the provision by Local Education Authorities of supplementary assistance to students who have been granted scholarships by Universities or other bodies, there is the wider question of the provision of adequate scholarships directly by the Local Education Authorities themselves. At present an increasing number of Local Education Authorities are giving assistance in the form of scholarships to enable students from their schools to proceed to Universities for a full degree course, and the time is ripe for a similar scheme giving assistance to students attending adult classes in the area of the Local Education Authority.

We would further suggest to those who are anxious to advance the cause of higher education by making endowments for particular purposes to individual Universities or colleges, that the establishment of scholarships for adult students would, at the present stage of development in the educational system, be of peculiar benefit.

The Selection of Candidates for Scholarships

Lack of
uniformity.

We have stressed the financial difficulties of the existing situation; but they do not stand alone. We have already emphasised the importance of care and method in selecting students who are to profit by courses of training at a University. Here we need only point out the lack of uniformity which prevails in the present practice of selection, *e.g.* in the case of the Cassel Scholarships¹ and

¹ The Cassel Scholarships are normally awarded on the nomination of the group to which the student belongs with the recommendation of the tutor concerned. These applications are sifted by the Tutorial Classes Joint Committee in the area to which the student belongs, and this body forwards certain selected names to the C.J.A.C. The C.J.A.C. then makes the final selection after seeing specimens of the students' written work. Other Scholarship-granting bodies

the Miners' Welfare Scholarships. Undoubtedly the problem of selection for scholarships would be simplified if, as in Oxford and Cambridge, the body granting the initial scholarship made itself responsible for securing the whole sum necessary to enable the holder to take advantage of it. This may be done through the body concerned itself bearing the whole cost, but it may also be done through the body agreeing to bear that part of the cost which cannot be met from other sources. Where the latter method is adopted, all applications for supplementary help should be made by the body which has granted the initial scholarship, or by the college or institution at which the scholarship is tenable and not by the scholarship holder personally. Moreover, even when the body granting the initial scholarship is not able to assume full financial responsibility, we strongly urge that it should undertake to secure as far as possible the supplementary aid needed, and that applications for further help to Local Education Authorities, Educational Trusts, or other bodies, should be made either by the body which has granted the scholarship, or, if made by the holder, should be made by him only with the knowledge and consent of that body. This would be likely to result both in a better use and in a more equitable distribution of the funds available for aiding adult students.

If the above proposals were adopted, the Educational Trusts and Local Education Authorities would be largely relieved from the onerous and difficult task of sifting, with inadequate means of discrimination, a number of individual applications for help. We would, however, strongly urge a further measure of co-ordination, in the form of a Central Advisory Committee on Adult Scholarships. It is important that this Committee should be fully representative of the main interests involved. It would have to include representatives of the principal bodies providing scholarships or other educational grants, the Universities and Colleges at which the scholarships are tenable, and also the principal

Co-ordination of scholarship awards.

have different methods, and the difficulty is obviously greater where the students are not, as in the above case, drawn definitely from existing classes organised under a particular body—in the Miners' Welfare Scholarships, for example.

organisations from which the candidates would mainly be drawn. The tutors engaged in adult teaching should also be represented on the Committee. This Committee could draw up general principles to guide the bodies represented upon it in making grants to adult students and could also stimulate the provision of adult scholarships and bursaries and recommend changes in the methods adopted in the light of future experience. How far such a body could itself deal, either directly or through sub-committees, with individual cases is a matter for consideration ; but it would be always available for reference in cases involving any question of principle.

Guidance
for adult
students
awarded
scholarships.

When a candidate has been selected for a scholarship, there will frequently be a period of some months before he proceeds to the University or residential college where the scholarship is to be held. During this period of waiting it is highly desirable that he should receive some guidance and help in such preparatory reading as he may be able to undertake. This is one of the many important duties in which the assistance of full-time Staff tutors will be important, and where the extra-mural work of the University is fully organised there will be no great difficulty in making the necessary arrangements. We would only emphasise at this point the need which is thus revealed for a properly qualified extra-mural staff which should be able to undertake activities of this kind. This need is discussed at greater length in the part of the Report dealing with University extra-mural organisation.

Mature Matriculation

It is important that there should be no unnecessary obstacles preventing suitably qualified adult students from entering upon a full degree course. To most of these the ordinary matriculation examination at the outset presents serious difficulties, and the study of certain compulsory subjects, such as classical languages or mathematics, involves an expenditure of time and energy on the part of the adult student, who has not had the advantage of a secondary school training, which could better be employed in other ways. This difficulty has now been recognised by most

of the Universities, which have instituted a special "mature matriculation" for older students.

The conditions of examination for "mature matriculation"¹ are by no means as homogeneous throughout the country as are those of the ordinary matriculation. In the light of the experience already gained, however, we desire to urge that it should be the policy of all Universities not only to permit but to encourage the matriculation of adult students, and University regulations should be framed to that end.

Conditions
for mature
matricula-
tion.

The age of those to whom "mature matriculation" is open at present varies from 23 to 25 years in different Universities. We submit that the question whether candidates should be required to take what amounts to a school leaving examination or the modified form of "mature matriculation" should depend on his past experience. For example, a young adult of 23 who has not had a secondary school training but has had industrial experience is a suitable candidate for admission to the examination for "mature matriculation," and we therefore recommend that the lower age limit of 23 should be generally adopted, and that even this limit should be lowered in exceptional cases by special decision of the University authority.

Age of
candidates.

The subjects in which the adult student has to pass an examination for "mature matriculation" still seem to us in some cases to involve an expenditure of time which could better be employed in other ways. We suggest, therefore, that either the method adopted by the Universities of Oxford and Bristol should be followed, and that "mature matriculation" should be based on the educational record of the candidate, including the reports on his work from extra-mural tutors whose classes he has attended, without any specific examination, or the examination should be similar to that conducted by the Joint Matriculation Board of the Universities of Manchester, Sheffield, Leeds, Birmingham and Liverpool, in which an English essay is compulsory, and two other subjects are chosen by the candidate concerned with the approval of the Board. In either case we feel that a personal interview with the candidate is desirable.

Subjects
required.

¹ For existing conditions of Mature Matriculation, see Appendix F.

**Admission
to examina-
tion.**

We are inclined to think that the practice adopted by one University, under which it is necessary for the claims of each individual student of the type we have in mind to be considered separately before permission is given to sit for the examination, is unnecessary. The difficulty of preparation and the fee would act as sufficient deterrents to unsuitable candidates. Even if this practice continues, however, the recommendation of a University extra-mural authority, or of a responsible educational body, should be sufficient, and candidates who have passed successfully through a Tutorial Class, or those with equivalent experience, should be admitted to the examination, if any is held, without further question.

The Matriculation Boards of the Universities were constituted at a time when "mature matriculation" had not yet been suggested. In view of their wider functions, there is need, we submit, for direct representation of extra-mural Committees on those Boards.

**Special help
for students.**

Students who are advised to enter for "mature matriculation" will need special help in preparing for the examination. Where such students are sufficiently numerous to justify the arrangement, special classes should be planned by the University extra-mural authority. Where, however, such students are few, the need will be primarily for individual tuition undertaken by staff tutors.

**Fees for
examination.**

The fee for the "mature matriculation" examination should not exceed £2, 2s. The student often has to meet in addition travelling and other expenses in order to sit for the examination, and a large examination fee is for many adult students prohibitive.

Senior Standing in the University

**Advantages
of senior
standing to
the student.**

Distinct from the question of "mature matriculation," but connected with it, is the problem of "senior standing." It is the practice of most Universities to accord some sort of "senior standing" to students who come to them after taking approved courses of study at other Universities. The effect of this is to

enable the "senior" student either to read at once for a higher degree or to proceed to the usual Bachelor's degree after a shorter period than is allowed to the normal type of student. The latter point is important in regard to students from adult classes. Sometimes an adult student proceeds, in the first instance, to some working-class or similar college (Ruskin College or Fircroft, for example)—not forming part of a University. During his residence at this institution it may become evident that he is well qualified to profit by a full degree course, perhaps with a view to taking up teaching work in adult education. Facilities in the form of scholarship or bursary could perhaps be made available to enable him to proceed to the University; but it is often impracticable to secure these for an additional three years over and above the period already spent in full-time study at the non-University institution. We suggest that, without laying down any general rule, Universities should be ready to consider sympathetically applications for "senior standing" from students who are in this position, and should make provision in their statutes and regulations for a discretionary power to allow such students to proceed to a degree in approved cases after a period of residence a year shorter than is allowed in the case of ordinary undergraduates.

There is a special justification for this elasticity in those instances in which the University itself provides an examination open to adult students who are not members of the University. At Oxford, for example, students from both Ruskin College and the Catholic Workers' College can and do register as students for the diploma in Economics, and receive the diploma from the University on the same terms as internal students, but without the requirements of matriculation. The only condition is that they should pursue an approved course of study at Oxford, but not necessarily in the University. Senior standing has indeed already been accorded to certain students at Oxford largely on account of previous work at Ruskin College; but the practice is in its infancy and is bound, in our view, to be more widely applied to the future.

Elasticity
needed.

The question is sometimes asked whether it is more desirable

Period of
study.

for extra-mural students coming to the University to stay three years and take a full degree course, or to come up only for a briefer period. We feel that the question admits of no general answer. Everything depends upon the student. At present, some of the bodies granting scholarships make their awards for one year only, others for two, and yet others for three years. In some cases, the one-year scholarships are renewable for a second year; but in others renewal is specifically excluded. We do not feel able to pronounce definitely on the period for which scholarships should be granted in the first instance; but we feel strongly that scholarships granted for less than the full period of a University course should be renewable wherever the student shows real capacity. We recognise that certain of the granting bodies have not the funds which would enable them to undertake this liability; but the difficulty might be met, in part at least, by closer co-operation between the Educational Trusts and other bodies concerned.

We suggest also that other Universities might well follow the example of Oxford in providing some suitable form or forms of diploma examination open to students at residential colleges, without the requirement of matriculation or residence. The Oxford diploma has served a very useful function in adult education, and by general admission the system has worked well. It deserves to be more widely applied. Moreover, special consideration might well be given in approving applications for senior standing to students who have already taken the Oxford diploma or some equivalent examination.

The Need for Special Guidance in Study

Even when the utmost care has been taken in the selection of students, there remains the problem of ensuring that they derive the greatest possible benefit from their course at the University or residential college. This is by no means a simple matter. Some adult students come to the University intending to take a full degree course, others to spend only one, or at most two years in full-time study. Apart from the question of "mature matriculation" referred to above, the adult student

who takes a full degree course will be required to follow the ordinary curriculum of the University. It is therefore necessary for the extra-mural authority of the University concerned to make arrangements to remove any special difficulties with which he may be faced. This important function requires careful planning by the University extra-mural bodies concerned. But there is another and more difficult task—that of securing that extra-mural students who come to the University for a period less than is needed for a full degree course, derive the best from their period of full-time study. There are in some Universities diploma and similar courses suited to the needs of such students, of which the fullest advantage should be taken. But even these courses have not as a rule been planned with a view to their suitability for students from adult classes : and not all students will be able to find, within the University curriculum, the courses that they want. We have no doubt that, as the number of extra-mural students attending the Universities as full-time students grows, Universities will progressively modify their curriculum in order to meet their needs. It is, therefore, only necessary to point out that the number of such students is already growing very fast, and that it is desirable for this process of adaptation to be begun at the earliest possible moment. Whilst it is advisable for a student to take at the University subjects which he has already studied in extra-mural classes, his range of work should not be narrow, especially if he is likely to take up adult teaching. It is also very important that courses of study should be correlated so far as possible with existing degree courses, so that, if a student is able after all to remain three years, he shall have the opportunity, if he desires, to work for a degree. At Oxford, for example, a member of the University who has taken the diploma in Economics and Political Science with distinction can, subject to approval by the University, proceed to write a thesis for the degree of Bachelor of Letters. The importance of making it possible for adult students who come to the University to take a degree course has also been emphasised in the *Report on Full-Time Studies* of the Adult Education Committee of the Board of Education.

The adult student's range of study.

Need for
special
tuition.

We also feel it to be essential that special provision should be made, in the case of adult students, for giving them advice in the arrangement of their work, and regular individual tuition. It is also important that all adult students in the Universities, especially those who are likely to teach, should, wherever possible, live in college, or in a hall of residence, and so have the fullest opportunity for contact with people of different experience and intellectual interests.

It has to be recognised that extra-mural students who come to the University for a period of full-time study vary considerably in age and in the objects which they have in mind in seeking a University education. Some desire to become tutors in the Adult Education Movement, others will take to other forms of service in Trade Unions, Co-operative Societies, or other working-class bodies. Yet others will enter various professions, while some will return to their previous occupations. It would be highly undesirable to stereotype the aims with which a University education may be sought, or to exclude any of the types of student mentioned above. It follows that the provision for extra-mural students at the Universities—the special position of the working-class residential colleges is dealt with elsewhere in this Report—will of necessity remain highly elastic, so as to provide for many types of student widely varying courses of widely varying duration.

CHAPTER IX

THE EXTRA-MURAL WORK OF UNIVERSITIES

Relations between Extra-Mural and Intra-Mural Work

REGARDED historically, much intra-mural work, no less than the extra-mural activity of Universities, is a part of a wider movement for the extension of higher learning. An understanding of this historical background should serve as a warning against the artificial separation of what are best regarded as the intra-mural and the extra-mural activities of a University. The distinction between intra-mural and extra-mural work is not at bottom geographical, as the terms adopted suggest; extra-mural classes are often held in the University itself, while an increasing number of extra-mural students are entering internal courses. The distinction goes deeper than this, affects the whole teaching relationship and method, and makes it, as a rule, undesirable to attempt any close assimilation of the extra-mural work of the Universities to that of their internal departments. The most obvious contrast between the internal and the extra-mural or adult student is, that while the former has (in various degrees) a trained mind but an immature experience, the adult student often has a wide experience of men and things, but an untrained intellect. A somewhat similar contrast could be observed immediately after the War, when ex-service students presented much the same problem, although they were in full-time attendance.

**Distinction
between
intra- and
extra-mural
work.**

The internal work is mainly organised round standardised courses leading on to particular degrees or diplomas, and is largely conditioned by the character of the examinations for which the students will have to sit. It is, moreover, practically all planned on the assumption that the students are working at the same time under more than one teacher. This enables each teacher to keep

closely to his subject, leaving distinct though cognate subjects to be dealt with by others. The adult student, on the other hand, is seldom preparing for any examination, and in many types of adult classes, including Tutorial Classes, all examinations are explicitly banned. Even more important is the fact that the adult student is, in the vast majority of cases, attending only a single course, and therefore coming into regular contact with only one tutor. This makes it indispensable for the adult tutor to develop a more elastic conception of the subject which he has to teach than would be appropriate in internal University work. He has to supply the background, and the contacts, that come to the internal student through attendance at a number of classes on different subjects. And the absence of any examination towards which his teaching has to be directed enables him to do this freely.

The danger in any attempted assimilation of the extra-mural to the internal work of the Universities lies in the possibility that a tendency might arise to demand a less elastic treatment of the subjects taught, and to apply to adult education the inappropriate subject-categories of internal degree and diploma courses. The internal and external work of the Universities must, of course, be closely related, but it is of vital importance that each section should leave the other free to develop its work, and to define its subjects and methods of teaching, in the ways which its own special experience suggests.

Contact
between
internal
and external
University
teachers.

Close touch should be maintained between University teachers mainly engaged in intra-mural and extra-mural teaching respectively. It would be regrettable if Universities appointed an extra-mural staff without a status comparable to that of the internal staff. Some Universities now find it possible to give their tutors an opportunity for a little internal teaching, while lightening their extra-mural duties proportionately. On the other hand, providing a tutor with a little intra-mural teaching in order to give him standing and experience must be sharply distinguished from an appointment which is made partly for intra-mural and partly for extra-mural work. Though *prima facie* such appointments may appear to have the advantage of

bringing together the internal and external sides of the work, they involve certain dangers which cause us to regard them with considerable misgivings. So far as the qualifications required for these two types of work differ, it is almost inevitable that one or the other side should have preference when an appointment is made. There is real danger, too, that either the extra-mural or the internal work required of the tutor will grow to such an extent that the other side of his work will be cramped, or he will be badly overworked. At its best, such an arrangement as this involves serving "two masters." If, in very exceptional cases, the tutor is appointed under such a scheme, these dangers should be carefully guarded against. But, in our opinion, such appointments are usually undesirable, and are apt to result in practice in the existence of underpaid internal appointments, where an insufficient salary is eked out by fees for extra-mural work which the lecturer has not the time to carry out satisfactorily.

Most internal University teachers who are also Tutorial Class tutors or Extension lecturers will agree that their extra-mural experience is valuable from the point of view of internal teaching. Similarly, most extra-mural tutors who have done some internal work will agree that this experience has helped to improve their extra-mural teaching. Many University lecturers have adopted within the University itself the more elastic forms of teaching developed in Tutorial Classes, while contact with adult students has often provided a valuable stimulus to thought, and has helped University teachers to see their subject from a new angle. These benefits would be lost if there were any complete segregation of extra-mural from intra-mural teachers. On the other hand, just as not all extra-mural tutors can do internal work, so by no means every successful intra-mural teacher is likely to be successful in extra-mural work.

Co-ordination and Direction of Extra-Mural Work

The teaching in extra-mural courses is often carried out at first mainly by the internal staff of the University. But as the work develops this becomes impracticable. Especially in the case

of Tutorial Classes, it becomes necessary, as we have seen, to appoint one or more staff tutors, devoting the whole of their energy to the work, or at any rate doing only a small amount of teaching inside the walls of the University.

Co-ordination of teaching work.

As the work continues to grow, some form of co-ordination among the tutors employed—both full-time and part-time—comes to be needed. Where the whole of the extra-mural work of a University, while continuing, as now, to be carried on in close co-operation with the voluntary organisations concerned, is placed under the direction of an Extra-Mural Department with an academic head, this problem solves itself. In other cases it is not so simple.

Need for an academic head.

In addition to the administrative control of extra-mural work, there is a special need for co-ordination on the teaching side. It must be remembered, of course, that the greater part of the University's extra-mural work is essentially a co-operative undertaking, and that its success depends on the existence of close and cordial relations between the University and the voluntary bodies concerned. It is essential that the development of Extra-Mural Departments at Universities should in no way impair this joint responsibility for the classes. The academic head of the Extra-Mural Department will naturally represent the interests of adult education within the University; will assist in finding tutors of the right types for adult educational work and in advising the responsible committee on appointments; will advise tutors, especially inexperienced tutors, in the preparation of syllabuses, the handling of teaching problems, etc., and assessing the value of their work; will keep tutors in close touch with one another, and with the Joint Committee or Extension Committee and the University as a whole, and promote team work among them; will give advice to individual Tutorial Class students; and will care for the interest of Tutorial Class students who proceed from extra-mural classes to internal work in the University. Many of these matters, however, are not his concern alone. They are also the concern of voluntary bodies which are not less interested than the University in the selection of suitable tutors and in securing that the other conditions are such as to promote the success of

the classes. It is of the first importance, therefore, that the academic head of the Extra-Mural Department should work in the closest co-operation with the local district of the W.E.A. and the other voluntary organisations concerned, that the selection and appointment of tutors for classes, organised in conjunction with it, should be made with the advice of their representatives, and that the supervision of classes should rest in fact, and not merely in form, in the hands of the appropriate joint committee.

The duties of the head of the Extra-Mural Department are most likely, we think, to be efficiently performed, if he is not purely an administrative officer, but also has teaching qualifications and experience as a tutor, and thus commands the tutors' confidence.

**Duties of a
director of
studies.**

Where an Extra-Mural Department under an academic head is not set up, it seems desirable at least to appoint a Director of Studies possessing these qualifications. If this is not practicable, some of the above functions might be entrusted to the senior Staff tutor employed with, of course, a lightening of his burden of teaching work.

The functions of the Director or head of the department should, in our opinion, include some teaching work in ordinary extra-mural classes. This is desirable in order that he may be kept always in touch with the class work, and in order that his fellow-tutors may look upon him as a teaching colleague. He should ordinarily take the equivalent of one or, at most, two extra-mural classes in order that he may have ample time for the growing work of directing his department and of keeping it in close touch with other parts of University work. As training courses of the types recommended elsewhere in this Report are developed, he will be responsible for their organisation, though not necessarily for their actual conduct. And, as the work continues to grow, he will in time gather round him in the extra-mural work a body of full-time colleagues.

Where a Director is appointed, the best course as a rule will be for him to take charge of the whole of the extra-mural work. But cases may arise in which this unification is, for some reason peculiar to a particular University, impracticable. In such a

case a Director of Studies may be appointed to take charge only of a part of the work (*e.g.* of Tutorial and similar classes only).

We are inclined to think that, as the work grows, it will be necessary to give the Director of Studies, whether he is formally head of an Extra-Mural Department or not, full responsibility for the University's share in the administration as well as for the teaching work of the classes with which he is concerned; this implies making the administrative and organising officers responsible to the Director and, through him, to the Committee supervising the work. This may in some cases suit the existing conditions better than the formation of a fully constituted Extra-Mural Department, though we are convinced that the number and importance of such departments are bound to grow.

A further important part of the Director's functions—already exercised by the heads of such Extra-Mural Departments as at present exist—will be the presentation of the extra-mural point of view in the University as a whole. For this purpose, it is essential that the Director should be recognised as the head of an important University Department and should have a status and salary corresponding to those of a professor. Unless this condition is satisfied, it will be difficult to secure adequate recognition in the University of extra-mural work and its problems; to provide effectively for its co-ordination with the internal work of the University; or to ensure that it holds its own in the administrative system of the University as a whole.

We desire particularly to stress the point that the position of Director of Studies or head of an Extra-Mural Department calls for a special combination of qualities. The person occupying such a position must have qualifications which will ensure his acceptance in the University as well as a sympathetic contact, based on the widest personal experience, with the voluntary bodies concerned in adult education. For it is vital that the Tutorial Class movement should not lose its essentially spontaneous and voluntary character, that the students' point of view should be respected, and their effective choice of tutor and syllabus should be maintained. The Director, or head, must be both a capable administrator and a teacher of wide experience.

Constitution and Status of Extra-Mural Departments¹

While the importance of the extra-mural side of the work of a University is receiving increasing recognition, we do not feel that it has yet received from all University authorities the attention which is its due, or that machinery has been devised which gives it its proper place in the life of the University as a whole. The University usually receives grants from rates and taxes paid by the adult population, whose demands for extra-mural classes therefore merit the fullest consideration. Newer Universities can perhaps best win local support by showing that they can minister to all sections of the people and not merely to undergraduate students.

New bodies are claiming representation on University Extra-Mural Committees. Additional functions are being added, such as those of looking after the interests of students of extra-mural courses, who pass to internal work, the training of pioneer lecturers or the organisation of courses of public lectures which may include special provision for members of particular trades and professions. With this increasing diversity of activities there is need for greater co-ordination. The setting up of Extra-Mural Departments or of Boards or Delegacies of Extra-Mural Studies therefore appears a necessary and indeed inevitable development in the organisation of University extra-mural work, though the form will depend largely on local circumstances, and on the constitution of the University itself.

**Representa-
tion on
extra-mural
committees.**

Extra-mural work has developed along different lines in various Universities. In Oxford, Cambridge and London Extension Lectures came first, and Tutorial Classes followed much later; but in some of the modern Universities, where adult education is of more recent growth, the Tutorial Class movement was first in the field, and University Extension has developed late and only to a small extent. This partly accounts for the differences in organisation. In Oxford and London, the Joint Committees which control Tutorial Classes were set up side by side with strong Extension Committees, and worked almost

¹ For the existing Constitutions of University Extra-Mural Committees, see Appendix G.

completely apart from them. In Oxford the step was taken in 1924 of forming a Delegacy for Extra-Mural Studies co-ordinating the two Committees without interfering with their autonomy in the conduct of their separate work. This course has also been followed in other Universities and University colleges; but in some there is no Extra-Mural Department, and the Joint Committee and the Extension Board exist as wholly separate bodies.

Types of
extra-mural
depart-
ments.

Where Extra-Mural Departments have been set up these are of two fairly distinct types. In Oxford and London, for example, they have no single head, either academic or administrative, except a Chairman, who also holds some other position in the University. The administrative work continues to be done mainly by the officers who are responsible for the two aspects, and the Secretary of the Oxford Delegacy is also Secretary of one of its constituent Committees and Honorary Joint Secretary of the other Committees. In other places the position is essentially different. At Nottingham, for example, the Department of Adult Education is constituted under an academic head, with the same status as that of heads of other departments in the University.

Where there are no Extra-Mural Departments, there is again no uniformity of type. In most cases the work of administration is undertaken, so far as Extension Lectures are concerned, by a University officer who either devotes the whole of his time to the work, or combines it with other duties in the University. When a responsible full-time extra-mural officer is appointed, he usually takes charge of the Tutorial Class work as well, sharing his responsibility to the Joint Committee in this case with the District Secretary of the W.E.A. In London, however, in addition to two Honorary Secretaries, the Tutorial Classes Committee has a full-time officer called an Organising Secretary.

Status of
extra-mural
work in
Universities.

The supply of an adequate number of tutors of the right types depends largely on the status of the extra-mural work in the University, on the position of the tutor in that work, on the development of a sufficient volume of activities to ensure to the tutor relative security of employment, and on the provision by the University, as well as by public authorities, of the necessary financial resources. These considerations are affected by the

position of University Extra-Mural Committees and their constitution, and it has therefore been necessary to give some space to these problems. For the purposes of this enquiry, however, it is sufficient to suggest certain main principles which we believe to be of importance if the work is to develop to its fullest possible extent and if the tutor is to be free to make his best contribution. We may outline these principles as follows.

The extra-mural work of the University should be carried out in the main through specially constituted Committees covering specific fields. It is, however, necessary that the work of these Committees should be co-ordinated through an extra-mural authority entrusted with the task of general supervision and co-ordination, as well as with certain duties common to the whole of extra-mural work, such as the provision of library facilities, the development of facilities for adult students to enter the University and the encouragement of experiments in fields hitherto untouched.

The outstanding feature of the constitution of Extra-Mural Committees has been the representation of students' organisations. This has resulted in a more accurate interpretation of their demands, and has enlisted in support of the work much voluntary enthusiasm and effort. The students have felt a personal responsibility for the success and the development of the work. In the case of Tutorial Classes Joint Committees the student organisation has usually nominated half the Committee, and has thus been able to share the direction of the work equally with academic representatives. This has ensured that the right kind of tutor has been appointed and the classes so conducted as to meet the real needs of the students. The W.E.A. could not have done such effective work in enrolling working-class students without having this equal representation with the Universities on the Joint Committees. We regard it, therefore, as of primary importance that in any constitution of Extra-Mural Committees the value of this representation should be fully appreciated, and students' representatives should normally constitute one-half of the Committee in order conclusively to secure that their share in the development and control of the work is real and effective.

**Representa-
tion of
students'
organisa-
tions.**

In particular we regard it as important that in any plan adopted half the membership of Extra-Mural Committees responsible for working-class education should consist of representatives of working-class educational interests. If this parity of representation were destroyed, difficulties would be created which might militate seriously against success. Encouragement should also be given to other important groups to arrange University extra-mural courses for their members, and if they desire they should receive representation on similar lines on appropriate extra-mural committees. There are already signs that University Extra-Mural Departments are tending to shape their organisation along the lines of group interests rather than types of classes.

In general, the principle of differentiation according to types of students and their organisations is more important than differentiation according to type of course provided. The position is made easier in that the Adult Education Regulations do not lay down the nature of the University Committee which must be responsible for any particular type of course, and there is, therefore, nothing to prevent experiments being made and different types of work undertaken by any particular extra-mural committee. We hold that there should be full freedom for any such committee to conduct any recognised type of class, falling within the competence of the University, that may be suited to the real needs of the students with whom it has to deal.

Representa-
tion of
tutors.

Apart from the representatives of the voluntary bodies, the members constituting the other half of the Extra-Mural Committees will be in the main representative of the academic point of view. Just as the internal work of the University is directed by the senior University teachers so we believe that as the work develops a proportion of the academic representatives on Extra-Mural Committees should be drawn from the senior tutors engaged wholly or partly in extra-mural work. In addition, the Tutors' Group should have the right to nominate at least one representative to the academic side.

Representa-
tion of Local
Education
Authorities.

The non-vocational classes for adult students which Local Education Authorities at present directly provide, engage in work which is usually below University standard. It is important,

however, that students in such classes, where they have the requisite ability, should be encouraged to proceed to work of a higher type, and that arrangements for proper co-ordination of the work should be made at all stages. Local Education Authorities, in the light of their general responsibility for ensuring the proper development of adult education in their areas, are to an increasing extent making direct grants on a class or block-grant basis to University Extra-Mural Committees. Again, the knowledge possessed by Local Authorities of the educational needs of their areas is of necessity great. For these reasons it is important that University Extra-Mural Boards should include representatives of Local Education Authorities, though this need not necessarily involve representation on each of the constituent Committees of the Boards.

Finally, we believe that if extra-mural work is to have its proper share in the counsels of the University, it is important that it should have its own representative on the University Senate, or where the Senate is not the body responsible for the organisation of University teaching, upon the body which performs this function. The Vice-Chancellors have in the majority of cases shown the importance they attach to the extra-mural side by serving as Chairmen of Extra-Mural Committees. But on the Senate a Vice-Chancellor must necessarily occupy a neutral position when competing claims come up for consideration, and it is highly desirable that there should be some person on the Senate whose primary business it is to represent extra-mural activities. Where an academic head of an Extra-Mural Department or a Director of Studies is appointed, he would naturally be the proper person, and in any case the person appointed should be some one closely conversant and mainly concerned with the extra-mural work.

**Representa-
tion on
Senate.**

CHAPTER X

TUTORS IN RESIDENTIAL COLLEGES AND EDUCATIONAL SETTLEMENTS

Residential Colleges

WE have received information on the staffing of Residential Colleges from the following bodies :—Ruskin, Fircroft, and Avoncroft Colleges ; Coleg Harlech ; the Catholic Workers' College, Oxford ; Holyoake House, Manchester (the Co-operative College) ; and Hillcroft Residential College for Working Women, Surbiton. These colleges differ in scope and aim, and therefore to some extent in the subjects studied. They are, however, sufficiently alike to be treated together here.

As the students in Residential Colleges are drawn from much the same sources as those in non-residential classes, and the principal subjects taken are similar, little need be added to what has already been said with regard to the functions and qualifications of tutors. Members of the staffs of Residential Colleges need the same teaching qualifications as class tutors. Teaching, for instance, to be successful, must follow the co-operative method of the Tutorial Class, and this method can be developed to a much greater degree with the small group and in individual tuition. Again, the tutor is faced with the same problem of adapting his teaching to the needs of students with differing experience and attainments, but in doing so he is able to go much further than the class tutor. The tutor in a Residential College is not usually called upon to take part in propaganda and organising work to the same extent as the class tutor, but is expected to do considerably more on the social side. Residential work demands distinctive personal qualities of its own.

With regard to the advantages and disadvantages of the work, as compared with non-residential teaching, the tutor in a

Residential College has longer terms ; while if he "lives in" he has the strain of being all the time more or less on duty. On the other hand, he does not have the fatigue of travelling, he usually teaches under more comfortable conditions, and there is the satisfaction of being able to do more thorough and individual work with students who are not already tired out when they begin to learn.

**Tutors' work
in residen-
tial colleges.**

Most of the members of the teaching staffs of Residential Colleges are University graduates, though there are one or two instances of the appointment of ex-students without degrees. Previous experience includes University and Secondary School teaching, but not always adult educational work. Appointments are made by the governing body of the college, which sometimes sets up a selection committee, and posts are filled by advertisement or, more often, by invitation. The governing body generally includes representatives of organisations sending students to the college, and sometimes representatives of ex-students' organisations. In some cases members of the teaching staff sit on the governing body, as full members or in an advisory capacity. We feel it to be desirable that tutors, and wherever possible, ex-students' organisations should be represented on appointing bodies. We also consider that previous experience of adult educational work should normally be a condition of appointment to a permanent post in a residential institution.

In the case of wardens or principals of colleges, six months' notice of the termination of the appointment on either side is a usual condition, while for other members of the staff three months' notice appears to be the rule. Most appointments are full-time. The majority of appointments give reasonable security, but only in a few cases is there superannuation. This seems very unsatisfactory, especially in view of the fact that teachers' pensions schemes are open to the staffs of institutions recognised under Chapter IV. of the Adult Education Regulations. Salaries vary considerably, ranging, if we exclude one special case, from £450 p.a. (resident, *i.e.* with accommodation and board) to £600 p.a. (with accommodation), for heads of colleges, and from £150 (resident) to £500 (non-resident) for tutors. The average salary,

**Wardens or
principals of
colleges.**

however, is, on the whole, low as compared with University posts of similar responsibilities and full-time appointments in non-residential adult education. It is likely, therefore, that residential work may fail to attract the best tutors with experience of adult teaching, while it may lose to other branches of the movement those whom it has trained; and there is a danger that, as Residential Colleges grow in number and size, the supply of tutors of the right type may be quite inadequate to the demand. We recommend that, for permanent appointments, the salaries paid should be at least at the same rate as those received by tutors doing equivalent work on the non-residential side of the movement, board and lodging, where provided, being reckoned as part of the remuneration.

Contact with
University
centres.

Especially where the Residential College is situated far from a University centre, there is danger that its staff may be divorced from contact with other workers in the same subjects, and may even be without a proper supply of books. Although these difficulties can be avoided when the college is in a University centre, there may even then be serious danger of isolation from tutors engaged in other branches of adult education. In teaching methods they may be cut off from the new ideas to be gained from others' experience, and may fall into a groove. This may be overcome partly by bringing these staffs into closer contact with class tutors, through meetings and conferences, possibly at the colleges themselves, partly by tutors passing to a greater extent from one side of the movement to the other. We note that the Tutors' Association now includes members of the staffs of Resident Colleges, and this should encourage the closer intercourse which we think desirable.

Educational Settlements

The conditions of appointment and remuneration for wardens and staffs in Educational Settlements differ widely because a few of the Settlements are not yet properly established. Some have only part-time wardens, and in two cases the wardenship is voluntary. It must also be borne in mind that standardisation has only come about through general agreement among Settle-

ments, each of which is self-governing and controls its own finance. Certain appointments were made nearly ten years ago, when there was no generally accepted scale for full-time work of this kind either for Settlement wardens and tutors, or for Staff tutors under University Joint Committees. In one or two such instances the work of the Settlement has developed rapidly, involving an expenditure of more money on additional tutors, whole-time or part-time, and wardens have preferred to take smaller salaries themselves rather than go without the assistance of additional tutors and so limit the work of the Settlement. It may be said with accuracy, however, that the recommendation made by the Educational Settlements Association, and now generally accepted by Settlements in making new appointments, is that wardens should be remunerated on much the same scale as Staff tutors under University Joint Committees, *i.e.* that they should receive the equivalent of about £500 per annum.

Eight settlements which may be regarded as well-established have wardens with good academic qualifications. In these eight, payments range from £325 to £450 per annum, together, in most cases, with either rooms in the settlement or a house, and in many instances lighting and heating.

In two other settlements which are not yet fully developed, the salaries of the wardens are found by outside organisations to which they are expected to render some service. The scale of remuneration is not so high as in the case of the settlements mentioned above, but is affected by the fact that the work is of an altogether different type.

No general superannuation scheme exists, but one warden is entitled to benefit under a University scheme to which the settlement makes a contribution. Settlement wardens cannot benefit under the Board of Education scheme, because while earning grant for individual classes, settlements are not grant-earning in the sense of receiving a capitation grant or a block-grant, and cannot become so under existing regulations of the Board.

In practically all cases the appointments of full-time wardens are made by the Settlement Councils acting through their Executive Committees, and generally in consultation with the

Educational Settlements Association. As a rule, the body of students is represented on the Settlement Council, and tutors also are represented there. In certain cases the appointment is for a definite term of years, continuing thereafter subject to three or six months' notice on either side. In other cases it is not definite, but is subject to similar notice, and carries the expectation of at least three or four years' tenure.

It is increasingly common for a fully-established settlement to have a sub-warden, usually an unmarried man or woman, a graduate in Honours or the equivalent, with some little experience of adult teaching. The appointments are made on terms similar to those of wardens as regards tenure and notice. The value of each appointment is from £200 to £250 per annum non-resident.

There are, as yet, no full-time Staff tutors, but sometimes young graduates seeking experience in adult education are provided with a training bursary of £200 a year and employed in teaching work. Tutors working under this arrangement do not, however, at present take courses of a higher type than One-Year. These bursaries are provided and appointments are made by the Educational Settlements Association itself, the holders being placed at the service of settlements during the period for which they hold the bursary.

CHAPTER XI

THE WORK OF LOCAL EDUCATION AUTHORITIES IN ADULT EDUCATION

THE time at our disposal has not permitted the collection of information from all Local Education Authorities as to their activities in adult education. Particulars have been obtained from a limited number of authorities, selected, in most instances, on account of their known activity and interest in adult education, but an endeavour has been made to include representatives of the different types of authorities and of the various geographical areas. We are greatly indebted to the courtesy of the Directors of Education concerned for the readiness with which they have responded to the request for a summary of the adult educational activities of their authorities and the care with which they have answered the questionnaire.

The Report of the Adult Education Committee of the Board of Education on *Pioneer Work and Other Developments in Adult Education* gives a comprehensive review of the growth of the Adult Education Movement in the six years from 1921 to 1927, and is based upon a considerable body of evidence. Unfortunately it does not give a complete review of the work of Local Education Authorities in adult education. The Committee was, however, able to avail itself of statistics furnished by the Board, and also to obtain expressions of opinion on the future of the Adult Education Movement from officers of authorities which had made extensive provision in their areas. There is, therefore, much valuable material in the Report, and the opinions expressed by such a representative Committee are obviously of great importance. Further references are made to the Report in this chapter.

I

The Existing Situation

Number of
authorities
aiding adult
education
work.

The majority of authorities are now interested in adult education. The Adult Education Committee states that fifty-six out of sixty-two County Councils and sixty-seven out of eighty-two County Borough Councils aided adult education during the years 1926-27, some on an extensive scale, others only to a small extent. The information which we have collected relates only to a fraction of the existing authorities, but it is hoped that it will provide a general picture of the various ways in which Local Education Authorities are promoting adult education. The information is grouped under seven headings, taking the method of financial aid as the main principle of classification. The seven headings are as follows :—

- (1) Aid given to Universities providing adult education facilities.
- (2) Aid given to classes organised by the Workers' Educational Association, not included under (1).
- (3) Aid given to voluntary organisations other than the Workers' Educational Association.
- (4) Aid given by local authorities to educational institutions devoted wholly or in part to adult education, but not provided or maintained by them.
- (5) Institutions devoted wholly or in part to adult education and provided and/or maintained by the local authorities.
- (6) Other systems of provision not dealt with under (1) to (5), *e.g.*, joint arrangements with another authority or body.
- (7) Particulars of scholarships and grants available for students engaged in non-vocational adult education and for tutors.

The work of thirty-seven Local Education Authorities is briefly summarised under each of these headings, special attention being given to the types of institution and work performed, and the methods of aid and control adopted. The detailed replies under the first six headings received from the authorities consulted appear in Appendix H attached to this Report. The informa-

tion supplied under heading (7) has been included in Section IV. of Appendix E.

(1) AID TO UNIVERSITIES PROVIDING ADULT EDUCATION
FACILITIES

In practically all the cases investigated the authorities give financial aid either to the general fund of the University or direct to the University Extra-Mural body. The classes aided are, first and foremost, Tutorial Classes; and secondly, Extension Lectures and general educational work. In a number of cases Preparatory Classes and sometimes also One-Year Classes are conducted by the body aided.

There are two main methods of aid. Some authorities give a block-grant for special or general purposes; others give a grant per class. The grant to Tutorial Classes, except in the rare case of a Local Education Authority accepting full financial responsibility, varies in amount from £10 to £35. In the majority of cases the grant is either £20 or £25. The grants for Preparatory or One-Year Classes are much smaller than those for Tutorial Classes. They range from £5 to £15, the average grant being £10. The block-grants are sometimes made exclusively for adult education; in other cases, the work of adult education is included with other facilities provided by the University and is covered by a general grant from the authority. Such general grants are equivalent to the produce of a 1d. rate in four cases, a $\frac{3}{4}$ d. rate in one case, and a $\frac{1}{2}$ d. rate in two others. The Local Authority is usually represented, either on the governing body of the University or on the appropriate extra-mural body. In a few cases the classes are visited by an officer of the Local Education Authority.

(2) AID TO CLASSES ORGANISED BY THE WORKERS' EDUCATIONAL
ASSOCIATION, NOT INCLUDED UNDER (1).

Except in Scotland where Tutorial Classes are organised under the Continuation Classes code and the tutors paid by the local authority, the types of classes generally aided are One-Year

Types of
class aided.

Classes and Terminal Courses. The large majority of authorities give aid in the form of a fixed grant per class. The amount of the grant for One-Year Classes is as a rule £10, the grant to Terminal Courses being generally smaller. One or two authorities give block-grants, leaving freedom to the Association to expend the money in such ways as it thinks most suitable to the needs of the area. The West Riding of Yorkshire and the Kent authorities accept financial responsibility for approved classes, and the West Riding authority also gives additional aid in the form of a class-organising grant. Three Scottish authorities, and London, Durham and Leeds pay approved tutors in accordance with scales laid down by the authority. The payment varies both from authority to authority and from one type of class to another, the actual rates ranging from 14s. 6d. for two hours to £2. The rates paid to tutors of Tutorial Classes under three Scottish authorities vary from £2 to £3 for two hours. The Warwickshire authority lends its full-time Staff tutors whenever possible for One-Year Classes, and in addition makes a class grant towards administrative expenses.

**Class accom-
modation.**

In the majority of the cases reviewed, the authorities provide accommodation free of charge, although some of them require that the caretaker shall be remunerated for the extra work involved. Sometimes a small charge (9d. to 2s. 6d. an evening) is made for cleaning, heating and lighting. In a few cases the students are required to pay fees. Only one or two authorities charge a scale fee for hire of accommodation.

**Inspection
of classes.**

The degree of control exercised by authorities varies, as might be expected, and tends to be more thorough where the financial aid is considerable. It is usual to approve the tutors and the subjects of instruction. All the classes are, of course, open to Government inspection, but most authorities reserve the right of inspection by their own officers in addition.

(3) AID TO VOLUNTARY ORGANISATIONS OTHER THAN THE WORKERS' EDUCATIONAL ASSOCIATION

The principal voluntary organisations aided financially are the Women's Institutes, the Co-operative Societies, the Y.M.C.A.,

the Y.W.C.A., the National Industrial Alliance, the Adult School Movement, Rural Community Councils, and various clubs and residential settlements. In most cases the method of aid is by a block-grant. Sometimes, however, the authority follows the practice adopted in dealing with the Workers' Educational Association of paying the tutors whose appointments have been approved for approved subjects. For example, the Kent Authority assumes financial responsibility for courses organised by the Rural Community Council for persons who wish for instruction in order to carry on more efficiently work connected with voluntary and local organisations of an educational character. The authority also pays a grant in respect of the work of organising and arranging the courses. In the majority of cases free accommodation is provided. One or two authorities limit their aid to the provision of free accommodation. As a general rule tutors and subjects are approved by the Local Education Authority. In a few areas the local authority is represented on the supervising committee of the voluntary organisation.

(4) AID BY LOCAL AUTHORITIES TO EDUCATIONAL INSTITUTIONS DEVOTED WHOLLY OR IN PART TO ADULT EDUCATION BUT NOT PROVIDED OR MAINTAINED BY THEM

There are not many institutions falling under this heading. They are concentrated for the most part in the London area. The London Polytechnics, *e.g.* Regent Street Polytechnic and Borough Polytechnic, amongst other work, carry out some non-vocational adult education. In London should be mentioned also Morley College, the Bermondsey and Mary Ward Settlements, and Toynbee Hall. All the above institutions are aided by block-grants. The London County Council is represented on the governing bodies and lays down broad conditions as to organisation, curriculum and salaries and conditions of service of staff. The Middlesex County Council makes grants-in-aid to the Working Men's College and to the Hampstead Garden Suburb Institute.

Outside London the Birmingham City Council makes a large

grant to the Midland Institute, an institution which was developed out of an old Mechanics' Institute.

(5) INSTITUTIONS DEVOTED WHOLLY OR IN PART TO ADULT EDUCATION AND PROVIDED AND/OR MAINTAINED BY THE LOCAL AUTHORITIES

Our investigations show that a number of authorities provide some facilities in their own institutions for adult students, but in most cases the provision is relatively small and forms part and parcel of general schemes of evening further education. Some authorities, however, have given special attention to the needs of adult students. For example, the Warwickshire and Lancashire authorities have appointed full-time tutors for adult education work. The West Riding and Sheffield authorities have both set up special committees for the purpose of fostering and co-ordinating adult education. Some of the authorities issue handbooks of adult education facilities available in their areas. In Yorkshire the various local authorities have established in all over 170 classes for adults in a wide range of subjects, including social and industrial history, psychology, literature and elocution, music, appreciation, health subjects and physical training, and the total roll of students is approximately 5000. Of these classes, 95, with a student roll of nearly 3000, are provided by the West Riding authority. In a recent report on *Adult Education in Yorkshire*,¹ the Board of Education point out the important share of Yorkshire, and particularly of the West Riding, in promoting and developing adult education on its many sides. The report states that the local authorities have generously aided the work of the voluntary bodies and the Universities, "have actively co-operated where it was practicable and desirable," and that "some of them are now finding new directions in which they can provide for needs which have hitherto been neglected."

As regards institutions devoted entirely to non-vocational adult education, Leicester and Manchester each conduct one centre and Edinburgh two centres, exclusively for adults, the Leicester and

¹ Board of Education report on Adult Education in Yorkshire for the period ended 31.7.27.

Edinburgh centres being for men and women, the Manchester centre for men only. We believe that with these exceptions the provision of special institutions is restricted to London. The London institutions in all number 59, and are of three types—literary institutes, men's institutes and women's institutes. The literary institutes, established in their present form in 1919, now number 13, with a total student enrolment of about 10,000, and provide classes in such subjects as social science, history, literature and elocution, languages, music and appreciation, for students who have received a good elementary education followed often by some secondary or commercial education. "These institutes have demonstrated the ability of a public authority to take part in the direct provision of adult education, and it is evident that they appeal to sections of the public which have not been attracted by the voluntary bodies. The students are not drawn for the most part from organised bodies, but come singly or in small groups from the general unorganised public."¹ The men's institutes² were started in 1920 and now number 9, with a student enrolment of approximately 5000. These institutes constitute a successful endeavour to deal with another side of the adult education problem. They cater for an entirely different type of student—men who, for the most part, have remained untouched by any educational influence since leaving the elementary school. Class subjects include physical training, handicrafts, hobbies (such as photography, wireless, petrol engines, horticulture and poultry keeping), music and general cultural subjects. The 37 women's institutes supply instruction in a wide range of practical subjects appertaining to the conduct of the home. They also aim at encouraging the development of musical skill, powers of appreciation and an interest in literature, and, in addition, afford facilities

¹ A description of the origin and work of the literary institutes is given in Paper No. 9 of the Adult Education Committee of the Board of Education, and also in the Board of Education report on the London Literary Institutes up to July 31, 1923.

² A description of the origin and work of the men's institutes is given in the Board of Education report on the London Men's Institutes, 1926 (Educational Pamphlet No. 48), and Paper No. 9 quotes at considerable length from this report.

for physical training and the study of health subjects. The student population of the women's institutes is about 30,000. Quite half of these are under eighteen, but it may be assumed that about 14,000 are adult students engaged in non-vocational education.

In all three types of institutes corporate life and social activities are developed; in the literary and men's institutes special attention is devoted to promoting discussion and intercourse between students by means of the formation of self-governing groups, societies and clubs. Library facilities are also afforded, and in the men's and women's institutes special library classes are provided where talks on books are given and students advised on their reading.

(6) OTHER SYSTEMS OF PROVISION AND CONTROL NOT DEALT WITH UNDER (1) TO (5) (*e.g.* JOINT ARRANGEMENTS WITH ANOTHER AUTHORITY OR BODY)

**Reciprocal
arrange-
ments.**

Reciprocal arrangements are frequently made between authorities for the attendance of students residing in one area at classes located in another. The London County Council has such arrangements with the great majority of authorities surrounding London. Similar arrangements exist between the West Riding of Yorkshire and the County Boroughs in the Riding. In North Staffordshire a different kind of co-operation exists; the Staffordshire County Council and the Stoke-on-Trent authority join with the Oxford Tutorial Classes Committee in paying the cost of a Resident tutor. A similar arrangement is carried out in South Staffordshire, where the contributors are the Staffordshire County Council and the Birmingham University Tutorial Classes Committee.

Reference should also be made to the method adopted by the Leicestershire Authority. All adult education classes and Extension Courses in its area are organised by the Adult Education Department of its Loughborough College, the Joint Committee of which is a sub-committee of the Joint Committee for Tutorial

Classes of Nottingham University College. A head of department and three full-time assistants are provided by the authority which through the Department maintains close touch with the District of the Workers' Educational Association.

In Nottinghamshire and Derbyshire the Rural Community Council organises lectures and short courses, and receives a grant for this purpose from the Local Education Authority. The Kent Rural Community Council, in addition to classes run in co-operation with the Local Education Authority, has successfully conducted self-supporting vacation schools. The Rural Community Councils of Nottinghamshire, Derbyshire and Leicestershire work in the closest touch with the Adult Education Department of Nottingham University College. In Somerset and Gloucestershire the authorities also make an annual grant to the Rural Community Councils in aid of their adult work, and in both counties this has made possible the appointment of a Resident tutor under agreement with the University of Bristol.

Rural
community
councils.

(7) PARTICULARS OF ASSISTANCE AVAILABLE FOR STUDENTS ENGAGED IN NON-VOCATIONAL EDUCATION AND FOR TUTORS

A large number of authorities offer assistance to students for non-vocational adult education. The provision, however, is limited, as a rule, to one or two scholarships in each case. Generally the awards are of three kinds: firstly, senior scholarships which enable a student to enter upon a full-time course of study at a University; secondly, scholarships which are attached to a particular non-University institution such as Ruskin College, and Hillcroft College for Women; and lastly, scholarships for part-time study (generally used by students for attendance at evening classes). Other authorities, without having any special scheme, are prepared to consider applications and to give grants in particular cases. The Glamorgan authority annually makes 150 awards (free tuition and railway fare) tenable at the Glamorgan Summer School in educational handwork; in addition that authority provides another 36 awards tenable at Welsh Summer

Scholarships.

Schools. A few authorities encourage tutors to undertake further studies by the provision of special classes, and awards at University colleges.

II

Future Developments

Local Education Authorities are aiding the work of adult education in two main ways, either by organising classes themselves or by assisting University and voluntary bodies.

The experiments conducted in London show that an authority can successfully organise and develop certain types of adult education on a large scale. There is, at any rate in London, an extensive field not covered by the voluntary bodies, of potential students unidentified with any particular group or movement, and these can be reached by an authority willing to exercise its wide resources in pioneer work of considerable extent.

In the Yorkshire Report already referred to, the Board of Education state that the classes conducted by the Yorkshire local authorities are reaching a body of people whose requirements are not met in any other way, and that there is room for a considerable development of a type of work in which local authorities alone are in a position to test the demand and to make the necessary provision.

The question arises how far conditions in London and Yorkshire are typical of conditions in other parts of the country, and to what extent it is desired that other authorities should follow their example.

Direct provision likely to develop mainly in large urban centres.

We do not find the question at all easy to answer, as the circumstances in one area differ so materially from the circumstances in another. It seems probable, however, that outside London and perhaps a few of the largest cities there will be small scope for the organisation of institutions on the scale of the literary, men's and women's institutes. Provision by Local Education Authorities will take the form of individual courses organised in separate centres, or of courses organised in technical and evening schools which are responsible at the same time for vocational education. An institution devoted wholly to adult educa-

tion has great advantages from the point of view of the students, particularly in creating facilities for social life. It is obviously not so easy to meet the demands of adult students inside an institution which is largely devoted to other purposes, and in many cases primarily intended for the education of adolescents. A separate institution, however, is apt to be costly, and many authorities will be forced on that ground to group adult education in an institution with other educational activities. On the whole we have come to the conclusion that the direct provision of courses by Local Education Authorities is specially needed in the large and populous urban areas. This provision should, however, be made with due regard to the work of the local voluntary bodies in order that overlapping of effort may be avoided. It is open to doubt whether the demand for adult non-vocational education which is unsatisfied by voluntary bodies is sufficiently large in the smaller county boroughs to justify provision by the Local Education Authority. The same remark applies to many counties, but the danger of generalisation is shown by the excellent work performed by West Riding, Kent, Warwickshire and other authorities.

Even if Local Education Authorities organise classes themselves, there is still room in many areas for great development in the aid given to University and voluntary bodies, and we trust that local authorities will not lose sight of the possibilities in these directions. Aid can be rendered either by assuming financial responsibility for the courses promoted by a University or voluntary body, or by making grants-in-aid to bodies promoting courses. At present the great majority of the authorities adopt the latter method, while a few adopt both. Where grants are made, these may be on either a class or block basis, or a combination of both. We hope that the successful results following on the generous and progressive attitudes shown by some authorities towards the Universities and voluntary bodies engaged in adult education will encourage authorities as a whole to set aside larger sums for the promotion of adult education.

Also many responsible bodies are finding it increasingly difficult to carry on the administrative side of their educational

**Develop-
ment of
assistance to
Universities
and volun-
tary Aid
bodies.**

work in addition to the cost of teaching. We trust that the example already set by three authorities in providing in addition organising grants will be followed more generally in the future.

Aid
needed for
appointment
of full-time
tutors.

There are certain directions in which the aid of Local Education Authorities is specially needed. In other parts of this Report emphasis has been laid upon the importance of increasing the number of full-time tutors for adult education. Many Universities and voluntary bodies find it very difficult to commit themselves to the expenditure involved in the appointment of full-time tutors without substantial assistance from the Local Education Authority. Local Education Authorities themselves appreciate the value of full-time appointments in the organisation of technical education, and they may therefore be expected to view with sympathy the struggle of other educational bodies to secure a full-time staff. Sometimes full-time appointments can be secured by co-operation between authorities, Universities and voluntary bodies, as in the case of North and South Staffordshire. In Warwickshire the full-time tutors appointed by the authority are available for classes organised by the voluntary bodies. In cases where local authorities make block-grants, the grants can be used for tutors' salaries. All the above methods can be recommended. It is preferable that the tutor's work should be concentrated under one body, but this may often be impossible. In any case, there should be some one body to which the tutor is finally responsible under the terms of his appointment. The essential point is that the tutor should be wholly engaged in adult education. Appointments in which a tutor is engaged partly in adult education and partly in some other forms of education should be avoided where possible, as this combination involves a loss of many of the advantages of a full-time appointment. Aid towards the appointment of full-time tutors is particularly important in rural areas, where voluntary bodies are as a rule less effectively organised.

Accommoda-
tion for
classes.

Another direction in which the local authorities can aid voluntary bodies is by granting the use of accommodation in schools or other premises under their control free of charge. Many already make this concession, but there are some areas in

which the charges, even though they may be nominal from the authorities' point of view, make very serious demands upon the slender funds of the voluntary bodies and their students. Much of the accommodation afforded consists of classrooms in elementary schools; in relatively few cases are there rooms available which can be said to provide a reasonable standard of equipment and comfort for adult students. We understand, however, that in connexion with the refurnishing of old premises and the furnishing of new premises experiments are being conducted with a view to the production of furniture and equipment which are suitable for adult classes. One county authority has in fact arranged that each new school shall include a room specially designed and exclusively devoted to the purposes of adult education, while another is making similar provision in its new technical institutions. We feel sure that these experiments will bear fruit, and that authorities in planning future educational accommodation will explore the possibilities of providing the specially furnished and equipped rooms which are at present so urgently needed.

In the whole field of less formal work, which does not come under either the Adult Education Regulations or the Regulations for Further Education, authorities can give much valuable aid. Small block-grants will enable voluntary bodies to develop informal work and lay the foundation of more serious courses. The Adult Education Committee of the Board of Education has estimated, as we have said, that there are approximately 100,000 adult students in the country. Of these, 26,000 students are attending courses organised under the Adult Education Regulations, leaving a considerable part of the remainder for courses organised by Local Education Authorities under the Regulations for Further Education. There still remains a large body of students who are doing less formal work.

Develop-
ment of less
formal types
of work.

Reference has been made to the scholarships awarded to adult education students. The number of such scholarships is small, and it is hoped that Local Education Authorities will be able to see their way to increase the numbers materially, to make fuller provision for granting supplementary assistance to students gaining awards made by other bodies, and more generally to

Increase of
scholarships.

institute a system of grants to enable attendance at Summer Schools.

Book supply.

A number of authorities provide facilities for the loan of books to adult education classes, in many cases through the county libraries. One authority makes a special book grant to a W.E.A. class, while another has given a special grant of £100 to the county library to enable more books of the type required to be purchased. The maintenance of an adequate supply of books is one of the most pressing needs of adult education, and we trust that not only will more authorities be able in the near future to assist in satisfying the requirements of the classes in their area, but also that all library authorities will give the matter their most sympathetic consideration. We are of opinion that libraries can easily be more than mere centres for the distribution and exchange of books, and we hope that all library authorities when they are considering the provision of new accommodation will explore the possibility of providing a room or rooms which are suitable for classes and lectures.

**Importance
of Aid
from Local
Education
Authorities.**

In conclusion, we desire to emphasise the growing importance of the work discharged by Local Education Authorities in adult education, both by direct provision and by aid to voluntary bodies. More and more it will be necessary to look to them for funds for the further development of adult education, while the effectiveness of their work will largely depend upon the success achieved in devising schemes for co-operation with voluntary bodies. Various suggestions have been made from time to time, but we feel that no one method can be uniformly applied. Each area must be given freedom to frame its own scheme in the light of its own special difficulties.

**Local
consultative
committees.**

The Adult Education Committee of the Board of Education in its Paper No. 1 advocated the formation of local consultative committees to discuss methods of co-operation between voluntary bodies, to advise the Local Education Authorities as to the extent and method of such co-operation with the voluntary bodies and to bring to the notice of voluntary bodies facilities which the authorities are prepared to offer. In the larger areas where the voluntary bodies are strongly organised and where local circum-

stances are favourable, such committees may fulfil a useful purpose, provided always that their functions are in fact consultative and that no attempt is made to interfere with the autonomy of individual voluntary bodies. In the case of the smaller areas, at least, such committees appear unnecessary, and more satisfactory arrangements would probably be secured by direct negotiations between the Local Education Authority and the voluntary bodies concerned.

THE RELATION BETWEEN THE AUTHORITIES AND THEIR TUTORS

In reviewing the present relations between the Local Education Authorities and the tutors of adult classes under their control, three factors which have had an important influence in shaping policy are deserving of special attention.

(1) Definite statutory obligations have led authorities to concentrate to a large extent on the education of the children and adolescents of the country. They have been able only to consider non-vocational classes as part of the wide range of educational provision for which they are answerable.

(2) The origins of the authorities' adult education activities lie in classes which were started many years ago to supply the cultural needs of people almost entirely lacking in educational equipment. In many cases these classes have been developing by various stages to provide in addition a fairly wide range of instruction for more cultured types of students, but the regulations of the Board of Education under which the classes had to be placed remained essentially unchanged for many years, and it was necessary to conduct them under the Regulations for Technical Schools and to treat them as part and parcel of general schemes of evening education.

(3) In laying down standards of qualifications, status and remuneration, the authorities have had regard to their general policy in relation to teachers' salaries. The institution of scales following upon the setting up of the Burnham Committee has inevitably resulted in a certain standardisation.

Salaries of
full-time
posts.

Most of the authorities providing adult non-vocational classes have organised them as part of the educational programme of technical and evening institutes mainly devoted to other forms of continuative education. The supervision in the case of technical schools is generally in the hands of a full-time head, but outside these institutions full-time heads are the exception rather than the rule. Salaries of full-time posts are determined largely by the vocational side of the work. In the London institutes devoted to non-vocational adult education, the salaries of the heads of the literary, men's and women's institutes range from a minimum of £380 to a maximum of £625. One authority has appointed a full-time head of an adult education department, on a salary scale of from £450 to £650. Many authorities appoint part-time heads of evening institutes.

Part-time
teachers.

Whole-time assistants in adult education work are very rare ; where they are employed they are almost always appointed in accordance with the area Burnham technical scale. One authority has appointed a full-time tutor for adult education at a salary of £450. But the great bulk of adult education classes conducted by the local authorities are taught by part-time teachers. The rates are based mainly on technical subject scales and vary considerably. The lower rates are paid for domestic, handicraft, and general educational subjects, and it is probable that for classes comparable with non-University classes conducted by the voluntary bodies the average rate lies between 16s. and £1 for two hours' teaching. In some cases considerably higher rates are paid for specially qualified tutors.

In London the heads of institutes devoted to adult education hold permanent whole-time appointments. There is no evidence available as to the terms of appointment of whole-time heads under other authorities, but it may be assumed that they conform to those of other heads under the authority concerned. The apportionment of time between teaching and organisation and administration varies. As compared with secondary and elementary schools, less time is devoted to supervision of teaching owing to the pressure of administrative and recruiting duties. Part-time staff are generally appointed for the session or term,

subject to opening and closing numbers and to a short period of notice, commonly a week or a fortnight. A limit is often imposed upon the amount of evening work which tutors in full-time day employment may undertake. They are paid only for work done, and the rate is in many cases fixed according to the subject and stage of subject taught rather than the status of the individual tutor.

Some authorities increase the rates of remuneration after a period of experience, others pay higher rates to graduates than to non-graduates. Some authorities allow special rates for W.E.A. classes, for which they accept responsibility, in excess of the ordinary scales.

With the exception of the cases already quoted, where increased rates are paid to those who possess a degree or have gained a certain experience, it seems to be the general rule to determine the tutors' remuneration by the grade of work done. Increase of remuneration can be secured by teaching a more highly-paid subject or grade of subject. Such promotion frequently results from the acquisition of further qualifications and experience. Tutors are generally engaged in other work during the daytime and do not seek to make their career in adult education; the great majority do not carry on their evening work for more than ten years, and their tendency is to drop out as they get older and become more established in their daytime profession.

Tutors' remuneration based on grade of work.

It is difficult to arrive at any exact estimate of the standard of qualifications required of the tutors appointed, but, as has been pointed out, some authorities pay extra for experience, and also differentiate between graduates and non-graduates. In London, for junior subjects the standard is roughly that of the intermediate degree examination or University diploma in the particular subject; for senior subjects the general qualification is the degree standard.

Authorities seem generally to rely upon secondary and elementary school teachers and professional men to provide the required supply of tutors, and no authority has stated that any considerable difficulty is experienced in recruiting tutors, although in London special steps have sometimes to be taken to secure the services of specialists in some subjects.

**Training of
Tutors.**

While many authorities make arrangements for the further training of school teachers, few appear to provide facilities for the training of tutors of adult classes. In one or two cases tutors are encouraged to undertake courses of study at a University by means of special awards. A wide range of teachers' classes is provided for London teachers, and awards are also available to enable tutors to undertake generally continuous study for the University of London diplomas. Many Local Education Authorities in urban areas have a number of tutors at their disposal who have pedagogic experience, and authorities can by selection and trial find the right kind of tutor ; those who do not display an aptitude for adult education work still have other branches of evening teaching in which they may succeed. In most cases, however, training for adult work is just as necessary for tutors employed by Local Education Authorities as in other cases mentioned in this Report.

Instruction in a wide range of subjects is often available in the adult education classes of those Local Education Authorities which make an extensive direct provision. Art, literature and the drama, elocution, music appreciation, history, social science, modern languages, health subjects, handwork and physical training all appear in the lists of subjects available, while social intercourse is encouraged by various means.

From the evidence at our disposal it is difficult to arrive at any general conclusion as to the general standard of work which obtains in adult education classes conducted by Local Education Authorities. There are often wide differences in the types of students catered for, and these differences occur not only between classes under the local authorities and those under the voluntary bodies, but also between class and class under the same bodies. We feel, therefore, that it would be unwise to attempt any general comparisons between the standard of work of classes conducted by local authorities and voluntary bodies respectively.

CHAPTER XII

THE COLLABORATION OF VOLUNTARY BODIES WITH THE BOARD OF EDUCATION, UNIVERSITIES AND LOCAL EDUCATION AUTHORITIES

As we have explained in an earlier section of this Report, we have not attempted to make any comprehensive survey of the work or problems of the voluntary associations engaged in Adult Education. This would have taken us too far afield from the main objects of our Report, and would have involved a re-traversing of ground which has been in large part adequately covered in previous publications. While, however, any detailed survey of this part of the field has seemed unnecessary, there are certain aspects of the work of the voluntary educational bodies which are so closely related to the questions discussed in the three preceding chapters that they must be dealt with here.

We have stressed, throughout this Report, the essentially voluntary character of adult education and the paramount importance of the part played in it by the voluntary educational bodies. In this chapter, we propose to give special consideration, from the standpoint of our enquiry, to certain problems relating particularly to those spheres of adult education in which the voluntary associations collaborate closely with Universities and Local Education Authorities and with the Board of Education. At the outset, it seems desirable to stress the point that without the sustained efforts of the voluntary associations the adult education movement would never have come into existence, and that without their vigorous and expanding growth it cannot be further developed along the right lines.

This implies that any changes in the form and structure of adult education must be so designed as in no way to impair or interfere with the rights and responsibilities of adult students

**Voluntary
Character
of Adult
Education.**

**Rights of
Students'
Organisa-
tions.**

and the organisations which represent their point of view. This is vital from the standpoint of the tutor as well as the student ; for the character of the tutor's work would be radically changed if he ceased to be, as he is now, the deliberately chosen colleague of the men and women whom he sets out to teach, or if the freedom of discussion which it has been the constant concern of the voluntary bodies to preserve came to be in any way impaired. The atmosphere of freedom and the insistence on the stimulation of thought in place of the inculcation of doctrine—generally recognised as the salient characteristics of the adult education movement—are in very great measure the creation of the voluntary bodies with their wide student membership, and their powers based on experience of interpreting the needs and desires of each new generation of students. In all those spheres of adult education in which the voluntary bodies play a part, their contribution vitally and favourably affects the relation of the tutor to those whom he has to teach. This applies not only to the classes organised and controlled directly by such voluntary associations as the W.E.A., but equally to those in which they collaborate with other bodies such as the Universities and Local Education Authorities.

**Types of
Voluntary
Associations.**

The voluntary associations concerned with adult education fall broadly into two groups—those which are themselves active, alone or in collaboration, in the provision of classes and study circles of varying types, and those which, while they conduct many informal kinds of educational work, do not as a rule provide formal classes of their own, but collaborate more or less closely with bodies of the first kind by enlisting their members' interest, and helping to stimulate the demand for adult education. To the first group belong the bodies already recognised under Chapter III of the Adult Education Regulations together with other bodies such as the National Adult School Union, the Co-operative Union and the Women's Institutes, which conduct a large amount of educational work, not falling at present within the scope of the Adult Education Regulations. To the second belong the great majority of the Trade Unions, Working Men's Clubs, local Co-operative Societies and other bodies which are affiliated to the

W.E.A., as well as the numerous societies, clubs and federations which, formed primarily for other purposes, include adult education among their objects and activities, and bring a constant stream of students into all sections of the movement, aiming as a rule at meeting their members' needs by getting the help of voluntary associations of the first type, of Local Education Authorities and of Universities in the provision of suitable courses and tutors.

It is of course impossible to draw a hard and fast line between these two groups. Thus, the Co-operative movement and the National Adult School Union both provide many courses directly for their members and enlist the services of the "responsible bodies" in providing grant-earning classes on their behalf, while the Women's Institutes also work in many areas in close association with the Local Education Authorities. But, broadly, the distinction is clear between bodies which either exist exclusively for educational purposes, or make adult education an essential and important part of their work, and those for which, however seriously regarded, it is only a secondary or auxiliary function.

The national associations belonging to the first group are for the most part fully recognised by the Board of Education as "responsible bodies" under Chapter III of the Adult Education Regulations, and are thus in a position to receive direct grant aid from the Board in respect of classes organised by them. This, however, is not universally the case. The National Adult School Union, for example, has preferred not to seek this recognition, but to secure through collaboration with some "responsible" body, facilities for the classes in respect of which grant-aid is to be sought from the Board. With organisations of the second type this is the normal practice, and the needs of their members are met, as far as grant-earning classes are concerned, through the voluntary associations which have received direct recognition. It is of vital importance that this position should continue; for, while from time to time new associations will rightly claim recognition as responsible bodies, this status should be reserved as at present for organisations which comply with certain definite conditions. It is, in our view, indispensable that all "responsible bodies" should be national in scope, that

**Responsible
Bodies
Recognised
by the Board
of Education.**

they should possess sufficient stability to ensure proper supervision and the maintenance of a high standard of work throughout the classes for which they are responsible, and that they should either exist solely for educational purposes or possess an organisation for these purposes sufficiently strong and autonomous to guarantee the truly educational character of their work. Any undue multiplication of the number of "responsible bodies" recognised for the purposes of adult education, or any lowering of the standards required of them, would be most unfortunate.

While, however, we should deplore any tendency to recognise as "responsible bodies" associations which could not fully maintain the standards set in the past, we should be even more strongly opposed to any attempt to take away the recognition which has hitherto been granted. The abrogation of Chapter III of the Adult Education Regulations has been foreshadowed as a possible step. The effect of this would be to confine direct recognition by the Board exclusively to University bodies, and to place all adult work not undertaken by such bodies under the aegis of the Local Education Authorities. We have expressed elsewhere in this Report the hope that the Local Education Authorities will play a rapidly increasing part in the development and assistance of adult education; but we are unanimous in holding that it would be a calamity if the direct recognition hitherto given by the Board to voluntary associations were withdrawn or diminished. This recognition in no way restricts or hampers the development of the activities of the Local Education Authorities in the sphere of adult education, while it is indispensable if the freedom and elasticity necessary for the success of the voluntary bodies are to be preserved. We are glad to see that the Adult Education Committee of the Board of Education, in its recent *Report on Pioneer Work*, has emphasised no less strongly the need of retaining Chapter III of the Adult Education Regulations in any revision that may be in contemplation by the Board.

It is sufficiently clear, in the light of the general survey included in an earlier section of this Report, that there is room in the adult education movement for voluntary associations of

many different types. The existence of a number of separate associations, so far from hampering development, makes for health and carries the educational appeal to thousands of men and women who would never be touched by the efforts of a single body. The Workers' Educational Association, the National Adult School Union, the Educational Settlements Association, the Women's Institutés, the Y.M.C.A. and the Co-operative Union—to mention only a few of the bodies concerned—have all their distinct parts to play in the movement as a whole. Increasingly, they will need for certain purposes to act together; and the regular meeting of many of their most active members, together with men drawn from the Universities and Local Education Authorities, on the Adult Education Committee of the Board of Education and in the British Institute of Adult Education, has already helped not a little towards the viewing of adult educational problems from a broader standpoint, and towards positive collaboration on certain points of common concern. Such collaboration is indispensable; but it is no less essential in our view that the independence of each voluntary body, with its own independent right of access to the Universities and Local Education Authorities, should be scrupulously preserved. Collaboration will arise and is arising nationally among the voluntary bodies themselves; it would be a great mistake, in the supposed interests of administrative symmetry, to attempt to force, or even urge, upon them any degree or kind of unification to which they would not themselves at once assent. This principle has been constantly in our minds in the drafting of this Report.

Need for
Varied
Voluntary
Effort.

Ultimately, the power and importance of the voluntary educational associations depend on their representative character, that is, on their success in truly representing the needs and demands of varying groups of students and potential students. Every possible effort should be made to strengthen this aspect of their work, and, as the problem of successful organisation is inevitably in large measure one of finance, we are glad to see that the Educational Trusts have of recent years given a steadily increasing amount of help to the voluntary bodies in enabling

Strong
Student
Membership
Essential.

them to improve their organisation and spread their propaganda over a wider field. Still more, we hope, will be done in this direction, especially in placing both public and Trust funds at the disposal of the voluntary associations for the development of the less formal or advanced types of teaching and educational propaganda. For it is abundantly clear that, while on the one hand it is more necessary than ever vigilantly to safeguard the high standards set from the first for Tutorial Class work, it is no less necessary to improve both the quality and the quantity of the less formal and more elementary work, both for its own sake, and because upon it, in the long run, the quality and quantity of the more advanced work are bound to depend. We would therefore urge the voluntary associations to use every possible effort both to extend the scope and to improve the quality of their work, and also to build up among actual and potential students a strong and lively membership whose clearly articulate demand for more and better educational facilities will go further than anything else in ensuring the respect of the Board, the Local Education Authorities and the Universities for the rapidly expanding claims upon their help.

CHAPTER XIII

FINANCE

THE existing Adult Education Regulations of the Board of Education seriously affect the supply of tutors in certain ways. In particular they have the effect of unduly limiting the number of salaried tutors appointed.

Present
system of
grant aid.

The grants are at present paid on a class basis, and, where certain conditions are satisfied, usually represent three-quarters of the tutor's salary up to a given maximum, which varies according to the type of class. In addition to this grant from the Board of Education, responsible bodies are frequently able to obtain smaller supplementary grants from the Local Education Authorities. We have urged that for the successful development of the work the appointment of more full-time tutors is necessary. As the Regulations stand, however, it is inevitably cheaper in most cases for responsible bodies to get their work done by part-time rather than by full-time tutors, since the grants received on a class basis cannot amount to three-quarters of the sum which it is necessary to pay to a suitable tutor for full-time work.

The simplest remedy would be for the Board to agree to pay three-quarters of any reasonable salary (up to a fixed maximum) paid by a responsible body to a full-time tutor, while still paying grant on a class basis in respect of classes taken by the part-time tutor. In our view, this is much the best way out of the difficulty, and it is interesting to note that this recommendation was put forward by the Adult Education Committee of the Board of Education in paragraph 73 of its *Report on Pioneer Work*.

Grants based
on salary
payments.

The matter is the more important because often the duties of the full-time tutor include, and far oftener they ought to include, a good deal of work apart from the taking of Tutorial Classes, *e.g.* the taking of shorter or more elementary classes designed to help

in developing the work, the conducting of small advanced groups not large enough to earn grants as classes, the giving of some individual help and tuition to promising students, and the undertaking of some educational propaganda and pioneering work. Such activities and others like them are essential for the proper development of the work, and they can in most cases be done only by full-time tutors.

While a grant of three-quarters of the salary of the full-time tutor would be a considerable contribution to the solution of these difficulties, there still remains the problem of how the balance of the tutor's salary is to be found and how certain other necessary charges such as the cost of administration, books or travelling are to be met. Even if there were no restrictions on the number of classes which might be aided by the Board of Education, the difficulty experienced by Universities and other responsible bodies in meeting these costs is from the administrative point of view at present the most serious obstacle to the development of adult education. More generous assistance by the Local Education Authority would, of course, materially ease the problem.

Special
grants to
Universities.

With regard to the Universities, we would urge that the principle in effect conceded in the case of Oxford and Cambridge, of making special grants for this purpose over and above the grants made previously from State funds be extended. In this connexion it is of interest to record that the University Grants Committee in its Report of the 3rd February 1921 (Cmd. 1163), wrote as follows :—"The Adult Education Committee of the Ministry of Reconstruction, in their Final Report of 1919, recommended the establishment of University Departments of Extra-Mural Adult Education, and if this recommendation is made effective it will no doubt be for consideration whether specific grants in aid of such departments should not be administered by the Treasury on the recommendation of the University Grants Committee." The claim of the modern Universities and University Colleges, situated as they usually are in thickly populated areas and carrying out expensive extra-mural activities, is fully as strong as that of Oxford and Cambridge. Additional grants in aid of extra-mural work would enable other Universities to make a much-needed improvement

in their administrative arrangements for extra-mural organisation, to extend the scope of their extra-mural work to cover other necessary activities not recognised for grant purposes under the Adult Education Regulations, to provide internal scholarships for students from adult classes in the same way as Oxford and Cambridge are now doing, and generally to ensure such a development of adult education as experience has already proved to be possible when the necessary resources are available.

We attach great importance to the view that in general the principle of earmarking grants made to Universities from State funds is objectionable in that it may involve undesirable control of the University methods and standards. We feel, however, that the extra-mural work of the Universities clearly constitutes a separate problem, and that in this field they are breaking new ground; that their existing resources do not enable them to develop this side of their work adequately; and that even if the State were to come to the rescue by making a substantial addition to those resources, the Universities would hardly feel free to use the whole or even the major part of such addition for extra-mural developments unless the new grant were accompanied by a clear indication of its purpose. In Scotland the need is particularly acute, as the Scottish Universities receive no grant aid from the Education Department for Extra-Mural Classes. But we would urge that throughout the whole of Great Britain and Northern Ireland this is a reform which is urgently needed, and only in this way can an adequate development of University extra-mural work be secured.

The second great hindrance imposed by the Regulations applies to all classes other than Tutorial Classes. The rates of grant, especially for Terminal Courses, are too low for the movement to attract and retain any sufficient number of the best kind of tutors. We have stressed elsewhere the point that much of the elementary work is at least as difficult for, and demands at least as high qualities in the tutor as a good deal of the more advanced work. Here we wish also to stress the point that, except when Local Education Authorities, Educational Trusts, or in a few cases other bodies, such as trade unions, are prepared

**Rates of
grant for
non-
tutorial
classes.**

directly to finance the work on a considerable scale, the present rates of grant absolutely preclude the making of full-time appointments for any work below Tutorial Class standard. This is, in our view, which we have already expressed in this Report, most unfortunate. We therefore urge :—

- (a) That the Board should agree to pay three-quarters of any reasonable salaries (up to a fixed maximum) paid by responsible bodies to their full-time teaching staffs, while continuing to pay grants on a class basis in respect of classes taken by part-time tutors.
- (b) With regard to part-time tutors in One-Year and Terminal Courses, in view of the complexity of the problem we are not prepared to suggest definite rates of grant, but we strongly hold that the rate should be high enough to attract and retain really qualified and capable tutors.

**Grants in
aid of other
expenses.**

Even apart from the direct grants obtained from the Board of Education, there is again the problem of meeting the difference between these grants and the salaries of tutors and other expenses connected with the organisation and administration of classes. According to an estimate made by the Board of Education themselves, their grants cover only one-half of the total cost of the work. The other half has to be met by the voluntary bodies from other sources. Though a great many Local Education Authorities now make grants in aid of classes, a considerable deficit is usually left to be met from voluntary subscriptions. There are also local organising expenses which have to be met by the students themselves. With the growth of the work and the increasing demands in administration the position is rapidly becoming impossible, and there is serious danger of the system breaking down and consequently of the loss of the advantage gained from voluntary enthusiasm and effort. While voluntary funds may fairly be called upon to demonstrate the value of pioneer experiments and new work, when such activities have abundantly proved their value, they should no longer be a financial burden on voluntary bodies. We suggest that Local Education Authorities, in deciding upon the amount and form of their grants, should be pre-

pared to take into account other expenses incurred by the responsible body as well as the amount expended on tutors' salaries. In certain cases the Local Education Authority may prefer to substitute a block-grant roughly corresponding to this amount.

It may be useful here to summarise also the recommendations with regard to grants for classes embodied in earlier sections of the report.¹ We have suggested that while the rates for Tutorial Classes seem to us adequate, we are of the opinion that power should be given to bring the rates for Preparatory Tutorial Classes up to £80 for a limited number of classes taken by experienced tutors. We have also suggested that the rate of £48 for twenty-four meetings of two hours each in One-Year Classes should be recognised as the standard rate wherever these classes are doing work comparable with that of the Preparatory Tutorial Class and securing from the students regular written work of a corresponding standard. In special cases we have suggested that a higher rate should be paid.

We have hitherto been considering primarily financial provision for those types of adult education recognised in the Adult Education Regulations. The recent Report of the Adult Education Committee of the Board of Education on Pioneer Work lays stress on the importance of the less continuous types of work. At present the contribution from public funds for this work is relatively small, and it has to be carried on largely by voluntary effort. Yet its importance and difficulty demand that lecturers and tutors employed in it should be properly qualified, and the number of such persons who can afford voluntarily to give the necessary time must obviously be limited. While, therefore, the services of voluntary workers will always be needed, it is necessary that the number of full-time tutors engaged in this pioneer work should be increased. One of the ways in which this pioneer work could be stimulated would be through the making of grants in aid of shorter courses than those at present recognised, or again, block-grants might be given on the basis of the programme of work which it is proposed to carry out during the ensuing year. In this connexion the

¹ Cf. Chap. V., p. 52.

recommendation made earlier in this chapter that the Board of Education should make percentage grants on the basis of full-time salaries has also an important bearing.

Grants for
State
scholar-
ships.

We have suggested earlier in the Report that State scholarships should be available for those entering upon a course of training as tutors of adult classes, and that these scholarships should be of a similar character to those at present provided for training and maintenance of prospective teachers in schools. Somewhat higher grants would be necessary for students in training for adult teaching, as the expenses involved would be heavier if the students were to visit classes and courses spread over a wide area to gain practical experience of adult education during their period of training.

In general, we have felt that the existing scholarships and bursaries for adult students who qualify to enter upon University courses are inadequate in number and also in many cases in amount. We have supported the recommendation of the Adult Education Committee of the Board of Education in its *Report on Full-Time Studies* for the establishment of a scheme of State scholarships for adult students to be administered by the Board of Education. We believe that the Extra-Mural Departments of other Universities are ready and anxious to follow the example of Oxford and Cambridge and to provide University scholarships for adult students if the necessary means were forthcoming through increased Treasury grants. The time, moreover, is ripe for a scheme whereby Local Education Authorities should give more assistance to adult students in their areas who desire to take a University course. Such a step would be a logical development of the assistance already rendered by the Authorities to students proceeding direct from their schools. Finally, we suggest to those who are anxious to advance the cause of higher education by making endowments to individual colleges that the establishment of scholarships for adult students would at the present stage in the adult educational system be of peculiar benefit.

Financial
assistance
from Local
Education
Authorities.

Various ways have been suggested in which the Local Education Authorities may assist the development of adult education. We have come to the conclusion that apart from the direct pro-

vision of grants by Local Education Authorities there is still room in many areas for great development in the assistance given to University and voluntary bodies. Grants for the salaries of full-time tutors, the use of accommodation in schools or other premises free of charge and the provision of special rooms designed for the purpose of adult education in new schools, small block-grants for the development of informal work, the provision of books for use by adult students, all these are ways in which the contribution of Local Authorities can be of great importance in securing an adequate development of adult educational work in their areas.

Adult education during the past twenty years has been very largely financed from voluntary sources. It has grown vigorously. The forms it has taken are many and varied, and in the opinion of many most competent to judge, the movement has proved its value and established its position. We feel that the time has now arrived when all public authorities should seriously address themselves to the financial problem involved—which in relation to the national system of education is a very small one—and so ensure the fullest possible cultivation of this new portion of the field of education.

CHAPTER XIV

SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

Work, Qualifications and Supply of Tutors

1. In some districts there exists to-day a shortage of qualified tutors in relation to the actual demand for classes; while *if resources and enthusiasm were available to elicit the potential demand to the full, a very serious shortage of tutors would almost immediately arise.* (page 28)

2. No tutor can expect to limit his work strictly to his teaching duties. The main responsibility for the organisation of classes must be taken by the voluntary association or other responsible body, but tutors are bound to play a considerable part in the work of educational organisation and propaganda. (page 25)

3. Apart from the obvious fact that tutors must have knowledge of their subject, ability to teach and adaptability, it is impossible to lay down standard qualifications of tutors which will apply to all varieties of adult teaching. For the higher types of class work high academic qualifications—usually those of a good Honours degree or its equivalent—are desirable. But this should not exclude tutors of special aptitude and experience who have acquired a sound knowledge of their subject in other ways. A tutor should be alive to the main questions of public interest of the day likely to concern his students, and be acquainted with the environment in which they live and work. Personal qualities are also of the highest importance in adult teaching. (page 27)

4. *While the part-time tutor will remain indispensable, it is imperative, in order to ensure the progressive development of the Adult Education Movement in both town and country, to secure a steady increase in the number of full-time appointments, including staff tutors, resident tutors, and organising tutors.* This need exists

not only in Tutorial Class work, but also in One-Year and Terminal Course work. To develop the latter adequately the collaboration of Local Education Authorities and voluntary bodies is needed in making more appointments along the lines of the resident tutorships already instituted in certain areas. In general, it is desirable to increase largely the number of full-time tutors who can combine organising with teaching functions. (pages 30, 32, 35)

5. *It is essential to maintain the voluntary element in adult education by continuing to use the services of men and women who are not engaged in it professionally, by providing them with any training necessary for this work, and by enlisting the voluntary services of part-time tutors engaged in the higher types of class work for pioneer work to a much larger extent than at present.* (page 37)

6. If educational work is to be properly developed among women, attention must be given to educational propaganda and to the provision of special women's classes in the more elementary stages. For these classes women tutors are on the whole more suitable than men. (pages 33, 34)

7. The solution of many problems of adult education in the countryside lies in the appointment of resident tutors to serve particular rural areas. Much of their work will fall outside the provisions of the Adult Education Regulations, and a large part of the financial responsibility for it will therefore fall on the Universities and Local Education Authorities concerned. (page 33)

Status of Tutors

8. *All full-time tutors engaged in extra-mural work under a University should be paid a regular salary. After a period of probation, they should be given full status as teachers on the staff of the University, including pension rights and reasonable security of employment over a period of years. Wherever possible, senior posts should be established, through which the full-time tutor might have opportunity for promotion. In addition, such tutors should be made eligible for membership of some University or College common room, and be given full facilities for the use of University Libraries and teaching equipment.* (page 44)

9. It is important that extra-mural tutors working under a University should be brought into close contact with the University, and also be made to feel their membership of a corporate group of teachers engaged in adult education. For this periodical meetings of all tutors so engaged are indispensable. Wherever a University employs any large number of tutors, a Tutors' Board should be constituted to which the University Committee could refer for advice on all matters dealing with the tutorial aspect of its work. (page 46)

10. *All part-time tutors should be encouraged to feel themselves part of a movement wider than the particular classes for which they are responsible. They should therefore be encouraged to become actively associated with the work of the appropriate voluntary educational organisation.* Amongst tutors employed by Local Authorities, especially those taking the higher grades of class, closer contacts both among themselves and with tutors engaged in other forms of adult education should be developed. (page 47)

Remuneration

11. *The problem of the recruitment of tutors is not only a problem of finding the right men and women, but also of affording reasonable conditions and opportunities for those who are willing to undertake the work.*

For experienced staff tutors, £400 to £450 per annum is recommended as a reasonable minimum salary. For less experienced tutors a minimum probationary rate of £320, calculated on a basis of four classes at £80, is recommended, the probationary period not to exceed two years. These rates should also apply to tutors in residential colleges and similar institutions. (page 50)

12. Full-time tutors working under voluntary bodies should, in so far as they are employed in comparable work, be paid at the same rates as University Tutorial Class tutors. *No full-time tutor engaged in more elementary work should be paid less than £300 per annum, and substantially higher rates, on the basis laid down for Tutorial Classes, should be given for the more experienced tutors and for the higher types of work.* (page 51)

13. In the case of tutors employed by Local Education Authorities the problem is too complex to make detailed recommendations, but it is recommended generally that the rate of pay should be high enough to attract and retain really capable and well-qualified tutors. (page 51)

14. *The standard minimum fee for a Tutorial Class should be £80 per session, and in the relatively few cases where the fee falls below this rate, the bodies concerned should bring themselves into line with the general practice.* (page 52)

In the case of Preparatory Tutorial Classes we suggest that, when the Board of Education regulations are revised, it should be made possible to raise the rate to £80 for a limited number of classes taken by experienced tutors. (page 52)

In the case of Extension Lecture Courses, we suggest no change in the rates now usually paid, but we recommend that the practice of paying higher rates in exceptional cases to experienced tutors should be extended. (page 53)

15. *For One-Year Classes the existing maximum under the Adult Education Regulations of £48 for 24 meetings of two hours each, or £2 per meeting should be recognised as the standard rate for classes complying with the Regulations for One-Year Classes. In special cases a higher rate should be paid.* (page 52)

All One-Year Classes and Terminal Courses organised by voluntary bodies, whether financial responsibility for them is assumed by Universities, Local Education Authorities, or voluntary bodies, should be conducted under conditions as to standards comparable with those laid down in the Adult Education Regulations of the Board of Education. (page 54)

16. For classes conducted under other Regulations or outside any formal code, we recommend that fees should be at similar rates, according to the character of the class work and the qualifications and experience of the tutors concerned. (page 53)

Methods of Appointment of Tutors

17. *Control over the appointment of tutors to Tutorial Classes should be exercised directly by the University Joint Committee. Where urgency appointments have to be made, this should be done by a small*

standing sub-committee. It is important that effective consultation should take place with the students before a tutor is appointed to a class. The tutors should also be represented on the appointing body, their representatives having full voting powers. (page 56)

18. In the case of tutors of other grant-earning classes, who are employed by bodies other than the University, it is desirable to extend the practice of establishing in connexion with the various responsible bodies advisory boards on which the tutors should be represented, to consider all applications and approve candidates for teaching work. In the case of tutors of non-grant-earning classes, it is desirable, wherever possible, that the appointment of voluntary tutors should come within the scope of the advisory boards recommended above. (page 59)

Training of Tutors

19. *Definite provision, both full-time and part-time, is needed for the training of tutors for adult classes. (page 62)*

20. *Full-time training courses should be given in association with a University or University College. They should provide for all types of prospective tutors and should afford ample experience of the work of as many different organisations as possible, both industrial and rural. Such training courses should normally be residential. (page 67)*

The best type of course can only be discovered by experiment, but such subjects as the theory and practice of adult education, social psychology, methods of teaching in adult education, the history and organisation of adult education, and of movements such as working-class movements with which the tutor's future students are likely to be associated—all these might with advantage be included. Arrangements should be made for practice in teaching under supervision, and facilities should be given for prospective tutors to visit classes taken by experienced tutors. (page 67)

If diplomas are offered in connexion with the training course, they should be granted by a University body, and should not involve a merely academic qualification, but should testify to the capacity of the holder as a tutor in the light of his work in the practical part of the course. (page 69)

21. *For University graduates and other similarly qualified who intend to undertake part-time teaching in adult education auxiliary to other work, facilities should be provided wherever possible, enabling them to attend short or part-time training courses. In these cases some voluntary work is desirable during the "apprenticeship" period.* (page 69)

22. *Facilities should be provided to meet the need of exceptional students in Tutorial Classes who desire to enter upon part-time courses of training.* Special courses or classes should be developed in all possible centres, particularly in connexion with full-time training courses wherever provided, and with summer schools. Despite the great difficulties at present in the way of the ex-student who desires to become an effective tutor, there is ample evidence that ex-students have brought a distinctive and valuable contribution to the teaching work of the movement. For the highest grades of adult teaching (*e.g.* in Tutorial Classes) few, if any, ex-students are likely to become qualified without a full-time University degree course or its equivalent. It will also be difficult for ex-students to fit themselves by means of special training not involving full-time study for part-time teaching work in other grant-earning classes. On the other hand, it is clear that the large demand for less formal teaching work can only be met by calling on tutors who have not received a full-time training. It is to be expected, therefore, that bodies responsible for adult education will in the future employ suitable ex-students as tutors to an increasing extent. (pages 70 to 75)

23. *It would be an advantage if the system of training grants now provided by the Board of Education were extended to appropriate bodies providing full-time courses of training for tutors of adult classes, and to candidates who are accepted for such training.* In the case of those who have themselves been students in adult classes and who have proved their fitness to undertake teaching work and completed their academic training, *State scholarships should be available to enable them to undertake a period of training as tutors.* In the case of those who have graduated in the ordinary way a scheme approximating to that already in operation for the training of teachers might be devised, but the grants now payable

for the ordinary teacher training course would in the case of adult teachers need to be increased. (pages 79, 80)

24. *We suggest that the Board of Education should also be invited to make grants to appropriate bodies for classes or courses conducted as part of a scheme for part-time training for teaching.* (page 81)

The Adult Student at the University

25. *Much teaching ability is at present unused through lack of opportunity for its development. If this ability is not to be wasted, a more adequate provision, both in number and amount, of scholarships and bursaries to admit adult students to internal University degree courses is urgently required.* (page 83)

26. Increased Treasury help should be sought for the newer Universities and University Colleges in order to enable them to increase the provision of adult scholarships. *The time is also ripe for all Local Education Authorities to broaden their University scholarship schemes by assisting students who have attended adult classes in their areas, to proceed to the University as well as by giving help to such students when they have been granted scholarships or bursaries by other bodies.* (page 86)

27. *In order to prevent confusion and overlapping in the award of grants and scholarships by Educational Trusts, Local Education Authorities, University Extra-Mural Committees, etc., there should be set up a Central Advisory Committee on Adult Scholarships. The main duties of such a committee should be to formulate general principles to govern the making of grants to adult students, to promote the establishment of adult scholarships and bursaries and to recommend where necessary changes in the method of administration.*

28. *Universities should be asked not only to permit but to encourage the matriculation of adult students, and University regulations should be framed to that end. It should be the general practice to consider as eligible for "mature matriculation" adult students who have attained the age of twenty-three years. In exceptional cases the age limit might be lowered by the special decision of the University authorities. Candidates should be admitted to examination for mature matriculation where such an examina-*

tion is held on the recommendation of a University extra-mural authority, or other responsible educational body. It should be borne in mind that a fee exceeding two guineas is prohibitive for many adult students. (pages 88-90)

29. In view of the new and growing need for "mature matriculation" and the consequent widening of the functions of University Matriculation Boards, it is desirable that the bodies concerned with extra-mural work should be represented on them. (page 90)

30. Universities should be asked, without laying down any general rule, to consider sympathetically applications from suitably qualified adult students for "Senior Standing," and should be asked to make provision in their statutes and regulations for discretionary power to allow such students to proceed to a degree in approved cases after a period of residence one year shorter than is allowed for ordinary undergraduates. (page 91)

31. It is hoped that in view of the growing number of adult students entering the Universities for full-time courses, the Universities will consider what adaptations are necessary in their curricula in order to meet the special needs of these students. (page 93)

University Extra-Mural Work

32. *In view of the need for elasticity in the constitution of Extra-Mural Committees to meet varying circumstances, it is not desirable to define too clearly their precise constitution. But the constitution of such Committees should be such as to provide for the distinct and effective representation of the groups and organisations with which the various types of students are associated. It should be understood that any Extra-Mural Committee may conduct any recognised class falling within the competence of a University that may be suited to the real needs of the students with whom it has to deal. It is of primary importance that voluntary organisations should be strongly represented in the constitution of Extra-Mural Committees, and that the students' representatives should normally constitute one-half of these Committees.* (pages 103, 104)

As the work develops, a proportion of the academic representatives on Extra-Mural Committees will naturally be drawn from the

senior teachers engaged wholly or partly in extra-mural work, and, in addition, the tutors as a group should have the right to nominate at least one representative to the academic side. (page 104)

33. It will normally be desirable to constitute in Universities Boards or Delegacies of Extra-Mural Studies, entrusted with the task of general supervision and co-ordination, and certain duties common to the whole of extra-mural work. *In order to give the extra-mural work its proper share in the counsels of the University, it should have as its own representative on the Senate or other University body which is responsible for the organisation of teaching a person closely conversant and mainly concerned with extra-mural work.* Where there is an academic head of an Extra-Mural Department, or where a Director of Studies is appointed, he will naturally be the representative. It is desirable that he should have a status corresponding to that of a professor, in order to secure adequate recognition of extra-mural work in the University, and satisfactory co-ordination with the intra-mural work. (pages 98, 99)

34. Although occasional teaching inside the University may be helpful to tutors engaged in extra-mural work, as a rule appointments made partly for intra-mural and partly for extra-mural teaching are undesirable. At the same time close touch should be kept between University teachers mainly engaged in intra-mural work and in extra-mural work respectively. (pages 96, 97)

Residential Colleges and Educational Settlements

35. It is desirable that tutors in Residential Colleges and Educational Settlements should be represented on appointing bodies. Previous experience of adult teaching should normally be a condition of appointment to permanent posts on their staffs. The salaries and conditions should be at least on the same basis as those recommended in §§ 11 and 12 of this chapter, board and lodging, where provided, being reckoned as part of the remuneration. It is also desirable that provision should be made for superannuation where this is not now the practice. (pages 107, 108)

The Work of Local Education Authorities in Adult Education

36. *Development of the direct provision by Local Education Authorities of courses for adults unidentified with any particular group or movement is specially needed in large and populous urban areas, but this provision should be made with due regard to the work of the local voluntary bodies. It is open to doubt whether similar provision by the smaller county boroughs is necessary or desirable.* (page 120)

37. *There is scope in many areas for great development in the assistance given by Local Education Authorities to Universities and voluntary bodies,*

- (a) by extending the policy of (i) assuming financial responsibility for courses, or (ii) by making grants-in-aid to the bodies promoting courses ; (page 121)
- (b) by co-operation in securing the appointment of full-time teachers, particularly in rural areas ; (page 122)
- (c) by making small block-grants to enable voluntary bodies to develop informal work and lay the foundation for more continuous courses ; (page 123)
- (d) by increasing the number of scholarships and awards available for students in adult classes ; (page 123)
- (e) by providing organising grants in addition to grants for the cost of teaching ; (pages 121, 122)
- (f) by granting free of charge the use of accommodation in schools and other premises ; (page 122)
- (g) by planning future educational accommodation so as to provide rooms specially furnished and equipped for the needs of adults. (page 123)

38. *Library authorities are urged to give sympathetic consideration to the provision of an adequate supply of books to the adult classes in their area, and when such authorities are considering the provision of new accommodation to the possibility of providing a room or rooms suitable for classes and lectures.* (page 124)

39. The work of Local Education Authorities in adult education, both through direct provision and through assistance to voluntary bodies is of growing importance. More and more it will be neces-

sary to look to them for funds for the further development of adult education, while the effectiveness of their work will depend largely on the success achieved in devising schemes for co-operation with voluntary bodies. It is not likely that a single method can be uniformly applied. Each area must be given freedom to frame its own scheme in the light of its own special difficulties. (page 124)

40. In the larger areas, where the voluntary bodies are strongly organised and where local circumstances are favourable, the formation of local consultative committees for adult education may fulfil a useful purpose, provided that their functions are in fact consultative and that no attempt is made to interfere with the autonomy of the voluntary bodies. (page 124)

The Work of Voluntary Bodies

41. *Without the sustained efforts of the voluntary associations the Adult Education Movement would never have come into existence, and without their vigorous and expanding growth it cannot be further developed along the right lines. Any changes in the form and structure of adult education must be so designed as in no way to impair or interfere with the rights and responsibilities of adult students and the organisations which represent their point of view.* (pages 129, 130)

42. *While from time to time new associations will rightly claim recognition by the Board of Education as Responsible Bodies, this status should, in our view, be reserved as at present for organisations which are national in scope, possess sufficient stability to ensure proper supervision and the maintenance of a high standard of work throughout the classes for which they are responsible, and exist solely for educational purposes or possess an organisation for these purposes sufficiently strong and autonomous to guarantee the truly educational character of their work.* (page 132)

43. *We should be strongly opposed to any attempt to take away the recognition which has hitherto been granted by the Board of Education to voluntary associations. The abrogation of Chapter III of the Adult Education Regulations would confine direct recognition by the Board exclusively to University bodies,*

and would place all adult work not undertaken by such bodies under the aegis of the Local Education Authorities. (page 132)

44. *There is room in the Adult Education Movement for voluntary associations of many different types.* The existence of a number of separate associations so far from hampering development, makes for health and carries the educational appeal to thousands of men and women who would never be touched by the efforts of a single body. All have their distinct parts to play in the Movement as a whole, but increasingly, they will need for certain purposes to act together. While such collaboration is indispensable it is no less essential in our view that the independence of each voluntary body, with its own independent right of access to the Universities and Local Education Authorities, should be scrupulously preserved. (page 133)

45. The power and importance of the voluntary educational associations depend on their success in truly representing the needs and demands of varying groups of students and potential students. Every possible effort should be made to strengthen this aspect of their work. *As the problem of successful organisation is inevitably in large measure one of finance, a steadily increasing amount of financial help to the voluntary bodies is necessary to enable them to improve their organisation and spread their propaganda over a wider field.* (pages 133, 134)

Finance

46. The existing Adult Education Regulations of the Board of Education have certain serious effects on the supply of tutors because of the limits which, in effect, they impose on the appointment of salaried tutors. *In order to remedy this, it is suggested that the Board of Education should pay by way of grant three-quarters of any reasonable salary (up to a fixed maximum) paid by a responsible body to a full-time tutor, while still paying grant on a class basis for classes taken by part-time tutors.* (page 135)

47. It is essential that the rates of grant paid on account of One-Year and Terminal Courses should be high enough to ensure fees that will attract and retain really qualified and capable tutors. (page 138)

48. *The development of adult education would be materially promoted by increased financial assistance from Local Education Authorities, particularly towards meeting the difference between the amount of the Board of Education grant earned by classes and the total cost to the responsible body.* (pages 138, 139)

49. *The principle already in effect conceded in the case of the Universities of Oxford and Cambridge of making special grants from State funds with a view to the development of extra-mural work should be extended to the modern Universities and University Colleges.* (page 140)

Conclusion

50. After an inquiry extending over nearly two years, these are the main conclusions and recommendations which seem to us to demand attention. We believe that adult education has a contribution to make to national life that is of steadily growing importance—a contribution far greater than is, even yet, generally realised. But if this is true, it is essential that an adequate supply of properly qualified tutors should be assured; for on that more than any other single factor the immediate future of adult education seems to depend.

Signed—

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* Mr. Green, while accepting the main body of the Report, desired to differ from some of the conclusions in Chapter V, and did not desire to be associated with Chapter IX.

APPENDIX A

PROBLEMS OF TUTORS IN RURAL AREAS

FUNDAMENTALLY there is no difference in the educational interests of townsman and countryman—both are interested in history, economics, philosophy, literature—there are none of the subjects taken in an adult class which might not equally well be taken in a city or a village. But there are certain characteristics of village life which must be taken into account in rural work.

The village as such has a remarkable sense of solidarity. It has a tradition, often going back into the remote past : not infrequently it contains many families whose forefathers have lived side by side for generations, and until the recent development of motor transport, the isolation of many villages drew the inhabitants together in an intimacy unknown in towns. The good side of this is a strong sense of relationship and patriotism, a feeling of belonging to the place, of being part and parcel of it, which goes very deep. The bad side is a narrowness of outlook which may lead to jealousy of a neighbouring village, if not to actual animosity, and so make co-operation difficult between one village and the next. Moreover, the fact that everybody knows everybody is apt to develop self-consciousness in an individual painfully aware of his conspicuousness if he raises a point or joins in a discussion in a class. "Why should so-and-so put himself forward, he's no better than me?" is a question he knows will be in many minds ; and if he expresses himself badly or makes a fool of himself in public it may be remembered as a joke against him with the relentlessness with which a family joke is remembered and used. It is not surprising that it is difficult to get a country class to talk, but there are possibilities in village discussion which can rarely be found in a town. In towns people of the same type tend to drift together, with the result that differences are those of personality rather than of experience. In a village, people of all sorts and kinds can be brought together, in fact must be brought together if there is to be a class at all. To give two instances. In one village with a population of 434 (ecclesiastical), 409 (civil parish), the actual average attendance of women and children over a whole course of six lectures on Dickens was 68, while the attendance at individual lectures varied from 70 to 80 ; they ranged in education from an Old Girtonian to farm labourers, and in age from 14 to 86. In another village with a population of

148 there was an average attendance of 20 at a course of 10 elementary lectures on electricity and its uses. It is obvious that in such cases there must be widely differing points of view, and discussion can be, and often is, helped by one man's recollections of his work on the land as a child of eight, and another's knowledge of social or economic conditions in India or South Africa.

Moreover, difficulties in promoting discussion are not necessarily a sign of indifference. Country work is largely solitary. The men in the fields and the women at home are much alone. They have time to think—and do think—but they are little used to put their thoughts consciously into words, and it will very likely take four or five years to get them to write even the shortest essay. But the lecturer who thinks his words have made no impression would often be surprised if he overheard the brief comment—caustic, appreciative, or sceptical—which is made in the dark on the way home. He would sometimes be equally surprised by an unexpected interpretation of some phrase he had used. The rural vocabulary is small, and simile and metaphor are often completely misunderstood. A village lecturer must never talk down to his audience, but he must use the simplest words—an excellent training in the use of good English.

It has been suggested that one method of approach which might attract by its informality, is the open-air lecture. Possibly this should, at all events in the first instance, be tried in connexion with the book vans which some County Councils use for their Rural Libraries. A brief talk on the village green before the books were handed over to the local librarian might have a stimulating effect, and no one feels committed to anything by stopping to listen to a stump orator. Personally conducted visits to places of interest in or near the village with talks on local history, architecture, archaeology, have been found popular, but isolated efforts of this kind need following up.

The fact that many of the older people have to some extent lost facility in reading, and that cottage lighting is often bad and sometimes makes reading a real difficulty in winter gives particular value to visual aids in village work. Lanterns and pictures have an important place in rural adult education, as an object that can be seen and touched will often convey far more than any description, however good; but it is not well to rely too much on them.

Given the right teacher, there is no doubt whatever as to the response, but while it is always difficult to find sufficient tutors for adult work anywhere, in the country the difficulty is intensified. For one thing it is impossible to say what kind of class will confront a tutor on arrival. He may have had a preliminary meeting with a little group of keen elderly men and women, and he may arrive to find the majority of his audience boys of from 15 to 19, come to see what the lecture is like; then at the next meeting the Women's Institute may turn up in force. He must be of a mental adaptability amounting to agility, and must be prepared at a moment's notice to jettison his carefully pre-

pared lecture and give something totally different in character, if not in subject.

Country work also makes abnormal demands upon the tutor's time and strength. Classes must be held at night. To go out from the tutor's home may—and often does—involve a journey of 15 to 30 miles each way with no train or 'bus service that will bring him back. Either he must stay the night—and where this is possible it is highly desirable ; or motor transport must be provided. This is one of the factors which make country work so disproportionately expensive, and some tutors, even if a motor car is provided, find it too tiring both to drive themselves 40 or 50 miles through country lanes in the dark in all weathers (including fog) and to lecture. Some provision for transport is absolutely essential.

In the opinion of this Committee the permanency and development of rural work can be assured only by the division of the country into areas, and the provision in each area of a Resident tutor with a car as a recognised part of his equipment. He would both teach himself and organise classes for part-time tutors and voluntary workers whom he would gradually draw into the work. Single lectures and pioneer work, especially the open-air lectures suggested above, might often be provided for without importing lecturers from a distance if there were some one whose business it was to find out where help could be obtained locally. Many men and women living in villages could give a talk on some subject in which they are interested if once the idea suggested itself to them. The method which is being tried in several areas of a resident tutor appointed by the Extra-Mural Department of the nearest University with the aid of a grant from the L.E.A. seems to be the best where circumstances permit. It is certain that for this work some way must be found, whether through Rural Community Councils, Extra-Mural Departments, or L.E.A.'s themselves, of combining the missionary enterprise and driving power of voluntary societies with the stability and assured standard of University and Statutory Authorities. Successful schemes are now in operation in Gloucestershire and Somerset, where the Local Education Authority pays to the Rural Community Council an annual grant in aid of the salary of a Resident tutor appointed by the University of Bristol, one-half of whose time is given to pioneer work in adult education for the Community Council. The expense of this work is too great for villages to bear even a considerable proportion ; financial backing of some sort is necessary, and the L.E.A. and the University seem the bodies to whom the countryside should look for help in this matter.

One function of the Resident tutor might well be to call together from time to time conferences of all the teachers in his area engaged in this work. Where the University can afford facilities for such conferences, it is of very great advantage that they should be held under its auspices. It gives the tutors a sense of being welcome and helps to establish friendly relations which are of real value. In

some instances the Resident tutor has been made an honorary member of the appropriate University Common Room—a privilege greatly appreciated.

Week-end and one-day schools for members of village classes have also proved of great usefulness. Members of the classes will come long distances to attend, especially if it is possible to get some well-known person of the University to address them. Here again is an opportunity for establishing a relationship between University and village which is of real value.

It is impossible to say that special training is needed for country teachers. A good teacher has the gift of sympathetic understanding and will quickly get in touch with his class anywhere; but no doubt it takes some time for any one who has never lived in a village to understand the village point of view, and it is easy to give unintentional offence. Criticism of an institution easily becomes criticism of an individual in village life, and is apt to be taken as such. A teacher should know something of the history and occupations of the county in which he is working; but at all costs he should avoid trying to be rustic. If he really understands farming or gardening, that will be a bond of union with the village, but if he tries to give “a rural bias” to his teaching, without a profound knowledge of the subject, he will merely throw discredit on everything he says on any other subject. Fatal results ensue when a town speaker tries to give his speech a country flavour.

The supply of books for rural work must always present a certain difficulty, but the Carnegie Library Scheme, supplemented by the Central Library for Students has done much to supply the need. Where possible the body employing a Resident tutor might find it well to take out a subscription for his own use in one of the national lending libraries such as the *Times* Book Club or the London Library.

APPENDIX B

EDUCATIONAL WORK AMONGST WOMEN

EXPERIENCE of educational work amongst women shows that there are three main groups to be catered for.

1. *Married Women, not Wage-Earners, who do all or most of their own Housework.*—The best response is generally from those of 30 years and upwards, for the younger married women usually have children below school age, and therefore are too much tied to the house.

It is often advisable at first to arrange separate classes for these women, as a step towards bringing them into mixed classes, for the following reasons :—

- (a) Since many of them are not very used to public discussion, they may be diffident about joining a mixed class ; and if they do join, in most cases they take a very small part in the discussion.
- (b) Their special point of view must be met, not so much by taking different subjects, as by treating them differently, in relation to their special practical interests.
- (c) Household duties generally make it easier to attend classes in the afternoon than in the evening.
- (d) Since educational propaganda is at present best carried on through women's organisations, classes can frequently be most conveniently arranged in connexion with these bodies.
- (e) A shorter and more informal course than usual, of three to six lectures, is often necessary as a preliminary to a longer and more formal course.
- (f) Less reading and less formal written work must usually be expected at first from women than from men.

2. *Women Wage-Earners of about 25 and Upwards.*—Most of what has been said above in relation to propaganda and class-work applies also to women wage-earners, whether married or unmarried ; and for married women wage-earners all the difficulties mentioned are magnified. Lectures and classes must, however, in most cases be in the evening, and the appropriate organisations will probably be the women's sections of political bodies and trade union branches.

3. *Unmarried Girl Wage-Earners.*—The problem of interesting in education girl wage-earners of about 18 to 25 is especially difficult. Separate classes are probably advisable at first, for much the same

reasons as those given above. For girls living at home, as well as for married women, household duties must be taken into account in setting a standard of reading and written work.

The main problem is, however, to get girls into even short courses in the first instance. There should be considerable opportunities through the Trade Union Movement, and propaganda may be carried on in branch meetings. Since, however, these are usually badly attended, it is probable that reliance must be placed chiefly on the personal influence of individuals amongst their fellow-workers in offices, factories and workshops, and that we must get in touch with these individuals through the trade union organisation. For this reason, and since girls may be more likely to come to a class if they already know other members, courses may be arranged especially for those engaged at a particular place of employment. Where local conditions are suitable, where, for instance, girls have their dinners on the premises or near by, a short series of dinner-hour meetings may be held as a beginning. Social evenings, again arranged possibly for those in the same employment, may be the means of bringing girls together in the first instance, and of gradually interesting them in educational work.

Though, in these suggestions, the trade union is the starting-point, it should be possible on these lines to get in touch with girls who are not members of any organisation. Whether trade unionists or not, the subjects most likely to attract are those connected with the girls' interests as wage-earners.

Opportunities will probably also be found in connexion with bodies catering especially for young people, such as the Co-operative Comrades' Circles, the Girls' Clubs, the Y.W.C.A. In the Y.W.C.A. the educational work includes small informal groups and discussion circles as well as more formal classes, and usually covers a wide range of subjects.

Country Women.—In order to get the average village woman to attend any kind of lecture or class, it is usually necessary in the first instance to appeal to her sense of practical utility. A group of women will usually be found in any village who will attend a class on cooking or dressmaking, and here the type of tutor required is of the County Council standard. It has been possible through such avenues of approach—

- (a) to set a high standard of craftsmanship and good taste ;
- (b) to interest members of the class in the social life of earlier generations or of other countries, and so to pave the way for lectures on history, economics or geography.

Much more might be done in thus connecting practical with general education if either the Domestic Science teachers were trained in such subjects and were allowed to devote some portion of time to them, or—which seems both satisfactory and more practicable—if those organising such classes considered the possibility of providing one or two simple talks on Art, the History of Dress, Life in Fifteenth Century

England, Where our Food Comes From, to supplement the technical classes. These lectures should, if possible, be linked up with practical work, or with something of local interest, such as village history. Here it is essential to have a really popular lecturer. The class must be amused as well as instructed or it will not attend. In both technical classes, and in such lectures as have been indicated, the chief difficulty and the chief necessity is to overcome the natural shyness of the country woman and to get her to talk. The types of tutors wanted are those capable of adapting themselves to the audience of the moment, and, generally speaking, this preliminary work needs tutors of experience.

When once the ball is set rolling, matters could, in very many cases, be successfully carried to the next stage by the village itself with little outside aid. Self-expression is needed before more formal and systematic education is of much use. Where Women's Institutes and Women's Clubs of all kinds can induce any one of their members with a hobby, or a special interest, to say a few words about it at a meeting, and get other members to compare notes, that, more than anything else, prepares the ground for serious study. Then a course of lectures may be given by an expert, and here, though naturally they do not want a dull lecturer, knowledge should be placed before popularity, provided the lecturer has the power to provoke questions. Very much more might be done by local speakers in the way either of single popular lectures (possibly illustrated by lantern or cinema or gramophone), or of short courses of two or three lectures, if these realised either the demand, or the simplicity with which the demand might be met. No country work can be on a permanent or satisfactory basis which depends entirely on the costly expedient of importing its lecturers and tutors from the nearest town. The outside expert is probably essential when it comes to a One-Year Class, or even to a course of twelve lectures or classes, but not only can there never be sufficient of these to supply every village, but it would be unfortunate if there were, since at present, at all events, the chief need of the villager is to learn to formulate his own opinions, and to hear others differ or agree.

An account of some of the special work which is already being done amongst women by different organisations will be of value in considering the lines which future development should follow. It should be noted that this work is at present seriously hampered by the fact that most of it is not eligible for grants from public bodies.

1. The National Adult School Union

There are approximately 530 Women's Adult Schools, and 160 "Mixed" Schools for both men and women. The total women's membership is about 25,000, with the addition of about 1500 adolescent girls. All these schools hold regular weekly meetings (afternoon or evening), lasting usually for one and a half to two hours. There are,

in addition, many other meetings arranged for social, educational and recreational purposes. Proceedings at the regular weekly meetings vary considerably, but in the large majority of cases they include discussion of a wide range of subjects dealt with in the annual Adult School Lesson Handbook. Other features, varying from School to School, are lectures and classes in reading, literature, drama, handicrafts, music, etc. By far the larger proportion of the members are of the working class, but there is a strong admixture of women who have had better educational opportunities. The mass of members find that the work of the Adult School meets their needs, and they remain in membership for long periods without passing out to Tutorial Class or similar work.

It will be realised that for most of their work, Women's Adult Schools do not and cannot make use of the services of professional tutors, though in a certain number of cases such tutors are supplied by Local Educational Authorities for special class work. In these cases it is found to be essential to success that the tutor should have a knowledge of her students' aptitudes and circumstances.

The leaders and teachers in Women's Adult Schools are nearly all members of these voluntary self-governing groups, and many of them are working-class women who have shown capacity for the leadership to which they are elected by their fellow-members. The securing of leaders is one of the most difficult problems that has to be faced in the extension of Adult School work. Leaders, and those whom it is desired to bring into leadership, feel the need of training and equipment beyond what they may possess, and to meet this need is largely the object of the N.A.S.U. summer schools, non-residential courses, training classes, week-end conferences and lecture schools, and correspondence courses.

In 1926 not less than twenty summer schools for women were arranged for periods of one week or longer, mainly at such places as Adult School guest houses. The subjects included music and drama, international affairs, psychology, literature, art, handicrafts, and especially training in study and self-expression. Most of the tutors were qualified persons. The majority of the students were working-class women who were desirous of training for service in Adult School work. The fellowship of communal life is a vital factor in the success of these summer schools.

During the past three years the N.A.S.U. has experimented by arranging non-residential courses at places within easy reach of two or three classes, mainly for women who are unable to leave home to attend summer schools, etc. In 1926 thirty such courses were arranged, catering for approximately one thousand women. Most of the courses were held during mid-week—*i.e.* from Tuesday to Thursday or Friday. In general the daily programme extended from 2.30 or 3 P.M. to 8 or 9 P.M., and included a social side as well as lectures and class work. The subjects included reading, letter-writing, music,

literature, dramatic work, handicrafts, hygiene, nursing, and training in speaking and in "lesson preparation" for Adult School work. The lecturers were qualified by knowledge of their subject and of the women for whom they were working, and included some with teaching qualifications: but the supply of qualified teachers is not adequate. The object of this work is not to pass students on to grant-earning classes, but to give ordinary working women a wider outlook on life and to equip them for service to their fellow-members of Adult Schools—in regard to which it may be said that they have been distinctly successful. Preparatory work is in some cases done: special books are read beforehand by intending students after correspondence with the teachers. Homework is often undertaken during these few days—simple essay work and answers to prepared questions.

For several years the N.A.S.U. has conducted a six months' residential winter school for younger women, under a graduate tutor, with qualified assistance; but it has proved impossible to continue this work owing to the heavy cost and to the difficulty of getting a sufficient number of students who could leave their work and homes for three months. Girls from factories, in most cases, and women from offices or domestic work, attended the school.

It should be noted that the Board of Education Regulations do not permit of grants for this work. The fee for the Course was about £20 and bursaries had to be provided in practically every case. The National body generally found 50 per cent. of the fees, and the local school or the student herself had to find the remainder.

2. The Co-operative Union

The Districts and Sections in which the Women's Co-operative Guilds are federated, arrange conferences, one-day schools and two-day schools at which the administration of the Guild, and general questions of interest to women co-operators, are discussed. Some are for the training of officials. But these district and sectional organisations do not arrange classes or continuous courses.

The most definite class work for women is organised by the Co-operative Union, and in 1926-27 34 classes were attended by 1438 students. These classes follow a definite course of study on Co-operation, for three periods of twelve weeks each. After a class has taken these three courses, a wide choice of subjects is available, such as citizenship, local government, social history, each again lasting twelve weeks. Practically all the tutors are women; but men are engaged when it is more convenient or advantageous. The tutors are paid a fee and travelling expenses, and are selected by the headquarters staff, from their personal knowledge of suitable persons in the district, or by inquiry from sectional secretaries, guild officers, etc. It is usually ascertained whether a teacher is acceptable to a class before the class is commenced.

Periodically the teachers of the women's classes are gathered together for a week at one of the summer schools, and syllabuses are discussed and revised, and special lectures for the teachers are arranged. Whilst it would be wrong to say that there is a superabundance of suitable teachers, there has been no serious difficulty in finding sufficient to meet the needs ; and the work is developing.

Correspondence tuition is also arranged for individual students who cannot join local classes ; but the number of enrolments is not big.

The work done in the classes, at any rate during the earlier years of a woman's membership of a class, is usually fairly elementary. Yet many of the students continue to attend classes year after year, and work of a more advanced character is undertaken in each succeeding year. Essays are not called for, but occasionally a student desires to attempt one and is encouraged. There is an examination for those who desire it, but it is not pushed ; and not more than six students in a year take it.

3. The National Federation of Women's Institutes

There are over 4000 Women's Institutes in England and Wales, with a membership of over 250,000. The movement is confined to rural areas, and a very large proportion of the Institutes are in small and scattered villages.

Meetings are held once a month, and it is part of the policy of the movement that each shall include a social, a recreational and an educational element. Much of what is said above of members of Adult School classes applies equally to members of Women's Institutes. The first appeal is usually on the practical side, and frequently, in addition to the regular monthly meeting, special weekly classes are organised (in many cases under the L.E.A.) in such subjects as dressmaking or cooking. There is, however, a growing demand for informal talks on literature, history, travel, music, etc., and choral and dramatic societies are coming into existence—some for women only, some mixed. Local Government is always a popular subject with Institutes, and they show a growing tendency to realise their responsibilities as part of the village community.

The amount and quality of the educational work done varies from Institute to Institute, and from County to County. It is, however, clear that the standard of handicraft is rising rapidly, and many women are finding in such work an outlet for their creative and artistic sense.

In some counties, study circles have been formed ; in others there have been short courses on music, history or literature. It is impossible to give accurate details, because in many cases when an Institute has got far enough to wish for more systematic study, the class becomes one for the village as a whole, and the lectures are given under the auspices of the Rural Community Council, the W.E.A., or some other voluntary organisation specially concerned with education.

The N.F.W.I. is endeavouring to train and provide its own teachers within the movement for the more elementary work, and tends to pass its students on to one of the recognised educational bodies for advanced work, which in a village usually means a class for men and women.

Schools, varying in length from one day to a fortnight, are organised for training Institute officers, handicraft teachers, village conductors and producers, and speakers' schools are also becoming popular. In addition, all W.I. organisers (of whom there are now some 400) have to attend a special training course, which includes training in procedure and in public speaking.

4. The Workers' Educational Association

Taking the country as a whole, women are in the minority in all types of grant-earning classes; and the extent to which they take part in class work is smaller the more advanced and formal is the type of class: *e.g.* they attend Terminal Courses in far greater numbers than Tutorial Classes.

Reports given by W.E.A. District Secretaries, with reference to the Sessions 1925-26 and 1926-27, show that in six districts classes were arranged for women only. The Secretary of the Eastern District states that "the excess of women over men (during the Session 1925-26, in grant-earning classes other than Tutorial Classes, 280 men and 512 women) is accounted for in part by the fact that we have a woman organiser-tutor who took classes herself at which over 120 women attended. Nine classes were held specially for women."

In the London District, a Women's Education Committee was set up early in 1925, and now includes representatives of the W.E.A., the London Labour Party (Women's Advisory Committee), the Southern Co-operative Education Association, and trade unions with women members. This Committee works almost entirely through the organisations which its members represent, and arranges conferences, single lectures and short courses of three to six lectures, also helping in the development of Terminal Course work amongst women. Week-end schools in the country, combining a holiday with two or three lectures and discussions, have been found very valuable in themselves, and as a means of arousing interest in education. The number of married women attending these schools is not large, however, owing to the difficulty of leaving home at the week-end, apart from the question of expense. A part-time woman organiser was appointed in 1926.

Other districts are considering undertaking special work amongst women, by setting up Women's Committees or on other lines. There is an increasing tendency to work through working-class bodies catering for women, especially women's sections of the Labour Party and Women's Co-operative Guilds.

5. Other Organisations

Other organisations, such as women's sections of Political Bodies, the Women Citizens' Association, do a certain amount of educational work through single lectures, conferences and speakers' classes ; but they do not generally go beyond this, except in the sense of collaboration with other voluntary bodies by assisting in the formation of classes.

The work of the women's institutes conducted by the L.C.C. is referred to on p. 117.

On the question of the supply of tutors for women's classes, the Principal of the Residential College for Working Women says :—" The main source must, of course, be the Universities, but I am sure that the young student just come down is not the best material. We need tutors with scholarship and competence in their own subjects, but to cope with adult students they must also have a knowledge of life and of the practical implications of their theories. I have found, for instance, older women with actual knowledge of industrial and social conditions, and a good diploma in Social Science, much more effective teachers than young and inexperienced women with brilliant degrees.

" We ought to be able to use scholarships given by extra-mural boards, to enable students with actual experience of wage-earning to take degrees themselves, and therefore it is important to ensure that such students should matriculate and qualify completely. But we cannot depend upon this small supply alone. Nor is it true that all University students lack the experience necessary. Large numbers of students, especially in the Civic Universities, have much the same social background as students in Tutorial Classes, and we ought to be able to enlist tutors with the right attitude and personality from among them. I think Secondary School work is a source which is not drawn upon nearly as much as it might be. In general, there is a much higher proportion of trained teachers among the women than among the men doing this kind of work, and it is training and teaching skill which are most important in handling classes of beginners, in addition, of course, to academic knowledge."

APPENDIX C

THE NATIONAL PROGRAMME OF THE TUTORS' ASSOCIATION DEALING WITH REMUNERATION AND CONDITIONS OF WORK

[THE two documents included in this Appendix were submitted to the Committee by the Tutors' Association, which includes the great majority of the tutors engaged in Tutorial Class work throughout the country, and a considerable number engaged in other forms of adult teaching. The first document embodies the National Programme of the Tutors' Association, as approved at its Annual Conference. This programme, in a slightly different but substantially identical form, was previously submitted to the Central Joint Advisory Committee for Tutorial Classes, which represents the whole of the University bodies concerned with adult education. The Central Joint Advisory Committee appointed a Sub-Committee to consider the Programme; and the report of this Sub-Committee, as approved by the Central Joint Advisory Committee, is also printed below. It will be seen that the report gives general endorsement to the main features of the Tutors' Programme, in so far as they relate to Tutorial Class work. The Central Joint Advisory Committee, not being concerned with the other clauses of the Programme, passed no judgment upon them. In relation to One-Year Classes, the Tutors' Association has a national agreement with the Workers' Educational Association.]

THE NATIONAL PROGRAMME

*(As approved at the Annual Meeting of the Tutors' Association,
June 1928)*

1. *Rate for Tutorial Classes.*

(a) The minimum rate for a Tutorial Class should be £80 per session. Tutors of experience in, and of special capacity for, Tutorial Class work should be paid not less than £100 per class.

(b) The rate for Tutorial Classes on the shift system should be double the rate for single classes, in the same way as the Board of Education's grant is double.

2. *Part-Time Tutors.*

It is recognised that the part-time tutor will continue to play a necessary part in the Tutorial Class movement, and the above rates are laid down as the minima for such tutors.

3. *Staff and other Full-Time Tutors.*

(a) Joint Committees should at regular intervals review the position of their tutors, in order to increase the proportion of their work done by Staff and other full-time tutors, and to assure a guaranteed salary and status to all such tutors. After a limited period of time, full-time tutors should be placed on the staff of the University concerned.

(b) No Staff or other full-time tutor should normally be expected to conduct more than four Tutorial Classes, it being understood that his duties include, in addition to class teaching, participation in the general activities of the Tutorial Class movement, such as Week-End Schools and pioneering and educational propaganda work.

4. *Staff Tutors.*

(a) The commencing salary of Staff tutors should be at least £450 a year, rising to at least £500 a year within two years.

(b) Senior Staff tutors, or tutors holding posts of special responsibility, should be paid from £600 to £800 a year.

(c) Where a Director of Extra-Mural Studies is appointed, the person appointed should be a tutor of experience in Tutorial Class-work, and should be given the status and salary of a professor.

(d) All Staff tutors should be regarded as members of the University staff, and should be included in University Pension Schemes.

5. *Other Full-Time Tutors.*

Whilst it is the policy of the Association that Joint Committees should increase the proportion of their work done by the Staff tutors, the above rates are not meant to exclude the appointment of full-time tutors on probation, for a period in no case exceeding three years. Such tutors should receive a guaranteed minimum payment per annum equivalent to the four Tutorial Classes at £80 per class, with extra payment *pro rata* where additional duties are undertaken. If a probationary tutor satisfies the Joint Committee that he is carrying out the work with success, he should in not more than two years be given the status and remuneration of a Staff tutor as laid down above.

6. *Preparatory Tutorial Classes.*

The rate for Preparatory Tutorial Classes should be not less than £60 per session, or £80 when the class is taken by a tutor of experience in, and of special capacity for, Tutorial Class work.

7. *One-Year and Similar Classes.*

(a) Tutors taking One-Year Classes under the Adult Education Regulations of the Board of Education or similar classes under L.E.A.'s should be paid not less than £1 per hour.

(b) The rate for Terminal and similar courses should be not less than £1 per night, or up to £2 for courses of the higher type. (This clause of the Programme is subject, in respect of One-Year, Terminal and similar courses conducted by the W.E.A. only, to the special agreement arrived at between the Association and the W.E.A. in June 1927.)

8. *Full-Time Tutors other than Tutorial Class Tutors.*

Full-time tutors employed for adult classes other than Tutorial Classes and for organising and pioneer work in connexion with such classes should be paid a commencing salary of not less than £300, rising to not less than £450 a year. Such tutors should take not more than five classes a week (or less in proportion as they are required to undertake organising or pioneer work), and should be included in superannuation schemes.

9. *University Extension Courses.*

The rate for University Extension Courses should be a *minimum* of three guineas per lecture, with higher rates for lecturers of experience or special capacity.

10. *Broadcasting.*

The minimum rates for broadcast lectures on adult educational subjects should be five guineas where the lecture is broadcast simultaneously from more than one station, and three guineas for purely local lectures, with supplementary payments where additional labour is involved through correspondence or correction of written work. Such extra payment should be a matter of special arrangement.

RESOLUTIONS ADOPTED BY THE CENTRAL JOINT ADVISORY
COMMITTEE ON 7TH NOVEMBER 1925.

(1) That the minimum rate for a Tutorial Class should be £80 per session.

(2) That the rate for a Shift Class should be double the rate for a Single Class.

(3) That the rate for preparatory classes should be not less than £60 per session, or £80 where the class is taken by a Tutorial Class tutor, provided he is taking three or more classes.

REPORT OF SUB-COMMITTEE OF THE CENTRAL JOINT ADVISORY
COMMITTEE ON THE TUTORS' NATIONAL PROGRAMME (16TH JULY 1926)

It is important to the success of the Tutorial Class movement that it should be able to retain the services of an adequate number of tutors who are prepared to make Tutorial Class work their primary concern over a period of years. The Sub-Committee are of the opinion therefore that Joint Committees should be urged to get a larger amount of

the work of Tutorial Class teaching done by tutors giving their whole time to the work. At the same time the Sub-Committee recognise that it is neither practicable nor desirable to get all the work of Tutorial Class teaching done by such tutors, and that in particular there are advantages in employing some tutors who are also doing internal work.

The Sub-Committee feel that to treat "Staff tutors" and "full-time tutors" as separate classes would tend to introduce ambiguity into the question, and they therefore use the phrase "Staff tutors" to include all full-time tutors who have regular appointments and are paid a fixed salary irrespective of the number of classes taken. The fact (a) that some tutors give part of their time to internal work; or (b) that some tutors are called "Resident tutors" and devote the major portion of their time to propaganda work and to the taking of One-Year Classes and Terminal Courses; or (c) that in the case of some Universities (*i.e.* Oxford, Cambridge and London) it is not practicable to give tutors, engaged full-time in Tutorial Class work, appointments on the regular University staff, does not appear to the Sub-Committee to be any ground for different rates of payment. It is assumed, of course, that in all cases the Joint Committee would have a claim upon the services of such tutors in the summer.

The Sub-Committee recognise the diversity of conditions which prevail in the various Universities and University Colleges, and the consequent difficulty in securing a uniform policy concerning the status and pay of tutors. Nevertheless, in view of the importance of securing and maintaining common standards of work throughout the movement, they feel that every effort should be made to secure the maximum degree of uniformity.

Recommendations.

The Sub-Committee recommend :—

(1) That Joint Committees be urged periodically to review their programme of work and the position of their tutors with a view to securing a steady increase in the number of tutors who are devoting their full time to Tutorial Class work, and the number of such tutors who are given Staff appointments.

(2) That apart from probationary appointments of a temporary character (which should not normally exceed three years) Staff tutors, whether employed part time or entirely in Tutorial Class work, should be paid a commencing salary of not less than £400, or in special circumstances £450; and, further, that they should be included in the University Superannuation Scheme.

(3) That in the case of most tutors the maximum number of classes should not exceed four, and in no circumstances should the number of classes a Staff tutor is required to take exceed five. Four classes should be the maximum number where (a) tutors are expected to conduct Week-End Schools, to give short courses of

lectures, or to do other work apart from their work at Summer Schools : (b) tutors are taking classes which involve much travelling ; (c) tutors are engaged in teaching a large diversity of subjects. Further, any internal work should be taken into account in fixing the number of classes.

The Sub-Committee do not think it practicable to recommend an automatic scale of increment, but they consider it important to point out that Joint Committees should be prepared to increase the remuneration up to £600 or £650 in the case of tutors of exceptional qualifications and experience.

APPENDIX D

SCHEMES FOR THE TRAINING OF TUTORS

(i) Notes on the Oxford Training Course to prepare for Adult Teaching

IN 1926 a suggestion was received by the Oxford Joint Committee from several adult students in residence at the University, intending to take up adult teaching, that before they left Oxford it would be of great advantage if facilities could be provided to prepare them for that work. After discussing the matter with the students concerned, the Committee acting for the Extra-Mural Delegacy decided to undertake an experimental course of three weeks' duration in the last two weeks of the summer term and the first week of the long vacation. The course was intended for those adult students who were finishing at Oxford that summer, and while primarily intended for the Delegacy's own adult scholars, it was thrown open to approved students from such residential institutions in Oxford as Ruskin College, the Catholic Workers' College, and Manchester College. The planning and conduct of the course was placed in the hands of two tutors with exceptional qualifications for the work, one being a member of the Staff of the Oxford University Teacher Training Department and the other a tutor of wide experience in the Adult Education movement. The whole of the cost was met by the Oxford Delegacy. No charge was made to the students, and in several cases bursaries were provided to enable students to stay in Oxford over the end of term. The course was limited to a maximum of twelve students. Last year twelve were admitted, and this year nine.

The training course is intended only for adult students who are about to finish a course of study at Oxford and wish to fit themselves for adult class teaching on going down, irrespective of whether it may be pioneer work, one-year or more advanced classes, or whether the student is aiming at teaching for a living, or on a voluntary basis, or for full-time or part-time. A few of the students will have done some preparatory teaching, usually on a voluntary basis, before coming to Oxford.

The planning of the course is left entirely in the hands of the two tutors, after they have consulted with the students to ascertain their

needs, previous experience, etc. It is arranged as a three weeks' intensive course (full-time) and is planned in three main divisions :—

(a) Lectures on the principles underlying teaching methods, and on general problems of class teaching.

(b) *Practice Classes*.—In turn each student prepares first a short talk and then a longer practice lecture which he delivers to the group in the presence of the tutors, submitting himself to the criticism of the group and of the tutors.

(c) *Group Meetings*.—For these the students are divided into small groups according to their needs, capacities, and future aims. Instruction is given by the tutors in the drafting of syllabuses, in the preparation of a piece of teaching work, in teaching methods, etc.

In addition one lecture has been given each year on teaching problems in pioneer work, with particular reference to rural areas, by the Delegacy's Organising tutor for Oxon, Berks and Bucks, and one on problems of class organisation and administration by the Organising Secretary of the Oxford Joint Committee.

Discussion is an integral part of the work generally, and the course is made as practical and concrete as possible.

No attempt has been made to obtain recognition of the course under grant-earning regulations, because a number of the students are already grant-earning students at Residential Colleges (*e.g.* Ruskin College and Catholic Workers' College), and it is because the course is so purely experimental that it is desirable to have full freedom and elasticity in its planning and conduct at the present stage. The Delegacy will shortly consider the result of the two years' experiment and decide as to its future. The ability of the Delegacy to continue it may depend upon finance, and the prospect of a Board of Education grant would be a factor.

Purely tentative and experimental, the course does not aim at solving the main problem of providing adequate training for adult teaching, for which something more elaborate and of much longer duration is required. It was designed to give as much assistance as was possible, with the time and money available, to those adult students (most, if not all, of whom are ex-students of W.E.A. classes) who after their career at the University or other Residential Institutions wish to embark on adult teaching; and at the same time to discover what could be done, and the best method to employ in a short course. With these limitations the Oxford course has been of considerable value and interest especially in discovering the particular needs and difficulties of working-class students in preparing themselves, after a full-time course of general education, for teaching adult classes, and it is hoped that the experience gained will be of service when the general question of training is taken up by the movement as a whole.

(ii) Arrangements for the Training of Tutors, Department of
Adult Education, University College, Nottingham

It should be explained that the Department, in one aspect, is an ordinary internal Department of the College, with its own staff of full-time tutors, and working in close co-operation with other Departments of the College. The extra-mural work is administered separately by a Delegacy for Extra-Mural Studies, and the link is provided by the Head of the Department, who is also Secretary to the Delegacy. This arrangement makes it easy for the Department to provide, in co-operation with other Departments, courses specially designed for adult students and for the training of tutors for adult classes.

The course of training leading to the diploma in adult education is limited to graduates whose qualifications are specially approved. It is anticipated that candidates will normally have a good Honours degree, in which case they are permitted to omit Part II. If they have not an Honours degree in the subject they propose to teach (*e.g.* if they have taken an ordinary degree), they are required to continue their academic studies, and are only accepted if they can reasonably attain to the required standard in one year.

There have been many applicants for the diploma course, but so far only one has been accepted. Under existing conditions it would only be of value to candidates likely to make a career in adult education.

A similar course is provided for non-graduates who require training for work in One-Year Classes and similar work. Some half-dozen students have taken this course and have qualified for the certificate in adult education. In all cases they have been selected extra-mural students. The standard of academic attainment required is high (approximating to that of a Pass degree in the subjects selected), and the average time taken over the course is three years. For their special subjects, they attend ordinary College courses, but receive in addition special guidance from tutors who are members of the Staff of the Department of Adult Education.

The "professional" training is the same for the diploma and the certificate. A general outline of the course is given on page 64, and these remarks may therefore be confined to an explanation of some of the details.

The course on the history and organisation of adult education is given by the Professor of Adult Education jointly to students in training for adult education and to graduate students taking the ordinary teachers' diploma. The course in methods of teaching in adult education is arranged specially for the former and is given by the Professor of Education, who is himself an experienced and successful Tutorial Class tutor. Instruction in the use of the black-board and other methods of illustration is given by a lecturer in the Department of Education.

Further practical training is given in a discussion class, which occupies one afternoon in each week. This is attended by *all* internal adult students—not merely by students in training. The usual method of individual contribution and careful criticism by the class as a whole is employed, and an experienced tutor is always in attendance.

Students in training are required to do a considerable amount of practical teaching under supervision, and are given the diploma or certificate only if this is satisfactory. This work consists in the preparation of syllabuses, conducting classes under the guidance of a tutor and taking occasional lectures and discussions in ordinary extra-mural classes with the tutor present. Students often obtain their practice at the Nottingham Prison.

The work is only at the experimental stage, but is full of interest and promise. In view of the present difficulty of finding suitable appointments in adult education, no attempt has been made to attract students. A great deal more could be done if the conditions were more favourable.

It should be added that all adult students attending internal courses—that is to say, about twenty a year—receive *some* training through the discussion class mentioned above. And arrangements are also made to give guidance and help to young University tutors of extra-mural classes who have had neither experience nor training before they begin to teach.

(iii) The Scheme of Training of Tutors at Holybrook House, Reading

The Holybrook Summer School for the training of tutors was commenced in 1920. Until 1923 it was held in the months of July, August and September, but difficulties were experienced in conducting the School in September, and since 1924 it has been held in the months of July and August.

The purpose of the School is to equip Tutorial Class students, and students who have attended classes of a similar standard, to become tutors of One-Year Classes or Terminal Courses. The cost is met mainly by a grant from the Sir Ernest Cassel Educational Trust and a Board of Education grant under Chapter II. of the Regulations of 1924. The responsibility for the School is undertaken by the national Workers' Educational Association, but it is supervised by a Board of Studies appointed by the Oxford University Tutorial Classes Joint Committee.

The course of instruction covers a period of four weeks, and students are required to attend for the full period; thus two sets of students are received during the two months of the School.

The course is of an intensive character, and students spend a minimum of 30 hours per week in tuition and private study. Experience has shown that the course can be most effectively carried on with

a comparatively small number of students, and not more than 14 students, therefore, are admitted in each month.

The number of applications is always far in excess of the accommodation, and this makes possible a careful selection. Each candidate is asked to submit an essay dealing with the special subject he or she elects to study during the month, and this, together with confidential reports from tutors and W.E.A. District Secretaries, is considered by the Board of Studies. The final selection is made from among the candidates whose written work shows that they are capable of profiting by the course, and is based, in the main, on the evidence of the tutors and secretaries concerning the candidates' suitability for work in the Adult Education movement.

The original scheme has been modified from time to time as a result of experience gained. The course is carried out by means of lectures and seminars, individual tuition, and private study, and may be conveniently described under the heads of Staff, Subject Matter, Educational Theory, Educational Practice, and Class Management and Administration.

(1) STAFF—

The staff consists of a Warden and two Resident tutors (one in each month), all three of whom are Tutorial Class tutors. In addition, the two Resident tutors are on the Staff of a Training College. This combination of Tutorial Class experience and Training College method has been found to be very valuable. Lectures are also occasionally given by outside lecturers.

(2) SUBJECT MATTER—

Experience has shown that a course of training in teaching is most effective when carried on in relation to some definite subject; students are therefore required to select a subject for special study, which must be one of which they already possess a good working knowledge. This special subject forms the material for the training course.

Training is given in the collection and handling of material, and each student is required to prepare detailed syllabuses for a One-Year Class or Terminal Course on their special subject, and also for a course of pioneer lectures. This is done mainly through individual tuition.

(3) EDUCATIONAL THEORY—

Instruction is given, through the medium of lectures, on the main points of the theory and principles of education, including the psychology of education.

(4) EDUCATIONAL PRACTICE—

Instruction is given in Teaching Method, the use of the blackboard, and the preparation and use of charts, diagrams, etc. This is carried out partly by lectures and partly by individual tuition. Each student

is required to prepare and deliver a trial lecture before the members of the School, and the lecture is then criticised first from the standpoint of presentation, and second, from the standpoint of subject matter. The latter offers the student excellent practice in the handling of discussion.

(5) CLASS MANAGEMENT AND ADMINISTRATION—

Hints are given on class organisation and management, and also instruction concerning the keeping of registers, and the requirements of the Board of Education Regulations. This is done by means of lectures.

(iv) The Scheme of the Educational Settlements Association for the Training of Tutors

For some years past the Educational Settlements Association has given each year two or three bursaries sufficient to provide maintenance for twelve months to men and women who contemplate giving their whole time to adult education and are regarded by the Educational Settlements Association Executive Committee as likely to become good Wardens and tutors.

The majority of these men and women are University graduates, which differentiates the scheme from some other training schemes. Some of these graduates have had two or three years' experience of school teaching or of business or professional life since leaving the University: some have come straight from the University after taking their degrees. Their services are placed by the Educational Settlement at the disposal of an Educational Settlement where the Warden has wide experience and the work is well developed. They take One-Year or Terminal Classes, share the administrative work of the Settlement, and are expected to help in developing the social life of the students. They sometimes take classes for the W.E.A. in the district. In some instances they have been given a second year. They are not pledged to take up adult education when their time as bursary holders is over; nor can the Educational Settlements Association undertake to find them permanent appointments in Educational Settlements. Some are now serving as Wardens, Sub-Wardens, or Staff-Tutors in Settlements. The majority of the others have found permanent occupations in adult education under other auspices: only two or three have not continued in adult educational work in some form or other.

The scheme has been tentative, and while the persons trained have found it of great value owing to the various types of work carried on at a Settlement, some have expressed the desire for a further period of more concentrated training. The Educational Settlements Association regards the scheme as incomplete, and plans for additional training are under consideration.

APPENDIX E

ADULT SCHOLARSHIPS AND BURSARIES

I. Scholarships awarded by University Bodies

A NUMBER of adult scholarships are offered annually by the Extra-Mural Departments of Oxford and Cambridge to students who have done systematic study in adult classes and are qualified to undertake a University course. The Oxford Scholarships are awarded normally for two years, and may be renewed for a third, and the exact amount calculated at the rate of £225 for a single man or a single woman, is determined by the Delegacy for Extra-Mural Studies after considering the needs of the student.

The Cambridge Scholarships are awarded for one year in the first instance, but may be renewed. Their value normally is £225 for a man student and £175 for a woman, amounts which are estimated to be sufficient to cover the expenses of a student for three terms. Trinity College, Cambridge, also offers a "James Stuart" Scholarship, of the value of £100, to a man student from a Cambridge Tutorial Class or Local Lecture Centre.

The Liverpool University Extension Board offers every two years a scholarship of the value of £120 to members of Tutorial Classes.

At Nottingham scholarships for Tutorial Class students, tenable at Nottingham University College, may be provided out of the Revis Bequest. The amount of the award varies with the needs of the student. In addition, the Miners' Adult Education Joint Committee for Notts. and Derbyshire offer annually ten scholarships (five for each county) of the value of £50 each, tenable at Nottingham University College.

The London University Extension Board offers annually six exhibitions tenable at the London School of Economics. Three of them are given to students who desire to take the diploma in Economics and Social Science, and three to matriculated students who desire to proceed to the B.Sc. (Econ.) or B.Com. degree. The exhibitions cover instruction fees and are awarded for one year in the first instance, but may be renewed for a second and third year.

The London Extension Board also offers a number of exhibitions in connexion with the London University scheme for diplomas in the Humanities. These cover instruction fees, and in some cases examination fees also.

Assistance has been given to holders of Cassel Scholarships, either by remission of fees or by the giving of bursaries to cover fees, by the Universities of Bristol, Birmingham, Manchester and Sheffield.

II. Scholarships awarded by Adult Education Bodies

The Central Joint Advisory Committee on Tutorial Classes administers a grant made by the Cassel Trustees for the provision of scholarships for Tutorial Class students. Eight scholarships are usually awarded each year, four of which are tenable at Universities and four at Ruskin College, Oxford. The award is for one year only, and the value of the scholarships is about £125 ; supplementary grants, not exceeding £50, may, however, be made to students who have family obligations.

On the recommendation of the Central Joint Advisory Committee also, the Gilchrist Trustees make grants, to an amount not exceeding in the aggregate £150, to assist Tutorial Class students who are undertaking University courses, and who are already assured of the major portion of the cost of their course from other sources.

The W.E.A. devotes a portion of the grant made to it by the Cassel Trustees to the provision of adult scholarships to Universities. These are awarded for two or three years, and two, of the value of £150 each, are at present being held. In addition the Iron and Steel Trades' Confederation, through the Workers' Educational Trade Union Committee, allocates annually the sum of £100 to assist members of the Confederation who are undertaking University courses.

The Gilchrist Trustees offer annually a "Robert Davies Roberts Memorial" Scholarship in connexion with the University of London Scheme for diplomas in the Humanities. It is of the value of £12, payable in two yearly instalments.

III. Scholarships awarded under the Miners' Welfare Scheme

Scholarships are offered to miners, and to miners' children over the age of 17, under the Miners' Welfare National Scholarship Scheme. These are tenable at any University, and the courses undertaken must lead to a degree. The scholarships cover all fees, an outfit allowance of from £40 to £50, and a maintenance grant of from £150 to £200 per annum.

IV. Scholarships awarded by Local Education Authorities

Adult scholarships are offered by the following Local Education Authorities : Durham County, Essex, Glamorganshire, Kent, Lancashire, Leeds, Leicestershire, London, Middlesex, Notts., Oxfordshire, West Riding of Yorkshire, West Suffolk and Bradford. In some cases the scholarships may be held at Ruskin College as an alternative to a

University, and the Lancashire Scholarships may be held at the Catholic Workers' College, Oxford, also. The Kent Education Committee offers annually an exhibition of the value of £40 (half the fees) for Hillcroft Working Women's College, Surbiton.

Many other education committees have given scholarships in the past or are willing to consider applications from students, and in a number of cases small grants have been given to assist students in residential colleges.

V. Scholarships awarded by Trade Union Bodies

The General Council of the Trades Union Congress offers annually six scholarships, three of which are tenable at Ruskin College and three at the London Labour College. The National Society of Operative Printers and the London Society of Compositors each offers annually a scholarship to Ruskin College. All the scholarships cover fees and include a small personal allowance.

VI. Scholarships awarded by Other Bodies

The Co-operative Union offers two scholarships tenable at Oriol College, Oxford. They are awarded for three years, with the possibility of a renewal for a fourth year. One scholarship is awarded every two years.

The Working Men's Club and Institute Union offers annually two scholarships tenable at Ruskin College.

The Royal Arsenal Co-operative Society offers annually one scholarship to Ruskin College.

The Bournville Works Council offers annually one bursary tenable at Ruskin College and four tenable at Fircroft College.

The Educational Settlements Association offers annually three bursaries tenable at Fircroft College, one tenable at Hillcroft Women's College, one tenable at Woodbrook, Selly Oak, and some tenable at the International People's College, Elsinore.

The N.A.S.U. offers annually two bursaries, covering half fees, tenable at Fircroft College.

VII. Non-University Colleges

Four adult scholarships, of the value of £50 a year each and tenable for one, two or three years, are offered by Manchester College, Oxford.

In addition to the scholarships already mentioned, Ruskin College offers three scholarships annually, one of which is awarded to a *bona fide* agricultural worker, another to a miner, and the third to a woman who has been actively engaged either in the Labour or Co-operative movement.

The Catholic Workers' College, Oxford, has no founded scholarships, but a number of bursaries are provided from year to year by individuals and local committees.

In addition to the bursaries provided by the Bournville Works Council, there are about eighteen scholarships awarded annually by Fircroft College, Bournville.

There are no special scholarships offered by Avoncroft College, Offenham, but grants are given from a bursary fund according to the needs of the student and the amount available. The Part III. scholarships offered by the Ministry of Agriculture may be held at Avoncroft.

Bursaries have been established at Hillcroft College for Women, Surbiton, by a number of associations, schools, and by individuals, but they may be either combined or divided according to the needs of the student.

At Coleg Harlech bursaries of the value of £75 are offered to students who have attended Tutorial Classes or classes of a similar character.

Ten scholarships, tenable at the Co-operative College, Manchester, are offered by the Co-operative Union.

APPENDIX F

REGULATIONS FOR "MATURE MATRICULATION"

The University of Oxford

THE Delegacy has power to recommend adult students to the Hebdomadal Council for exemption from Responsions, such exemption making them eligible for Matriculation without examination, and excusing them from Responsions as part of a Degree Course. Recommendations must be made in accordance with the following regulations, drawn up by the Delegacy and approved by Convocation :—

(1) Students must not be under 23 years of age on the day of their matriculation.

(2) Students must have followed a systematic course of study over a period of not less than two years in a University Tutorial Class or a University Extension Class, or have been full-time students at a University College or at an approved Residential College for adult students for a period of not less than three terms, and must be certified by their tutor as fit to pursue a course of study approved by the Delegates in the University of Oxford.

In the cases of really exceptional merit, adult students who may have pursued in a Tutorial Class, or other approved extra-mural course, a course of study extending over three years at the least, may be recommended for the privileges of Senior Standing, which enables them to be released from the First Public examination and proceed to read at once for an Honour School, and to take a degree after two years' residence.

The University of Cambridge

Students under the direction of the Board of Extra-Mural Studies may come into residence and matriculate without passing the Previous Examination. This privilege does not carry with it the right to enter for an examination leading to a degree. The University, however, have recently approved two additions to the Ordinances, which are designed to meet the needs of adult students.

(1) "That the Council of the Senate be empowered to grant exemption from the Previous Examination to an adult student

who is recommended by the Board of Extra-Mural Studies as fit to undertake a course leading to an Honours degree."

(2) "The privileges of Affiliation may be conferred by a Grace proposed by the Council of the Senate on an adult student of exceptional qualifications who is specially recommended by the Board of Extra-Mural Studies, provided that he shall have followed courses of study in adult educational classes for at least four years, of which three years shall have been spent in University Extra-Mural Classes or distributed between such classes and an institution for the full time education of adults."

(The privileges of Affiliation consist of exemption from the Previous Examination and the right to proceed to a degree after two years of residence instead of the usual three years.)

The University of London

Persons over 25 years of age who possess certain definite professional qualifications, a schedule of which has been approved by the Senate, or who in the opinion of the Matriculation Board have had a good general education and possess suitable qualifications for studying for a degree may apply for examination before the Board of Examiners under Statute 116 instead of entering the ordinary Matriculation Examination.

The examination shall in each case be individual and conducted *viva voce* as well as by printed papers. There are no published syllabuses or examination papers. The written portion of the examination will usually be conducted in accordance with the following scheme, but the Board may vary the form of examination in such cases as they think fit :

Candidates will be examined in four subjects selected as follows :—

I. English (obligatory on all candidates).

II. Elementary Mathematics or Logic.

III. Candidates are required to select their third subject according to the degree to which they are proceeding, as set out below :—

Divinity.—Latin, Greek or New Testament Greek.

Arts, Music.—Latin, Greek, French, German, Spanish, Italian or Dutch.

Laws.—Latin, English History or a subject of the Intermediate Laws Examination (*i.e.* Roman Law, Jurisprudence, Constitutional Law.)

Medicine.—Chemistry, Physics, Botany, Zoology or General Biology.

Science.—Physics or Chemistry.

Engineering.—Mathematics (more advanced), Mechanics, Physics, Geometrical and Mechanical Drawing.

Economics.—Economics, English History or Geography.

IV. The fourth subject must be selected from among those given under Sections II. and III. above, provided they have not already been taken, or be one of the following :—History (Modern European, or Ancient, or British Empire), British Constitution, Geology.

Joint Matriculation Board of the Universities of Manchester, Liverpool, Leeds, Sheffield, Birmingham

AN EXAMINATION FOR PERSONS OF MATURE YEARS

This form of examination is intended to meet the cases of *exceptional* candidates who have been unable to matriculate at the normal time, but who show promise of obtaining more than ordinary success in a University course.

Only *bona fide* students who intend to enter on a degree course at one of the five Universities are eligible to enter for the examination.

Candidates must be not less than 23 years of age on 1st May of their year of application.

Candidates will be interviewed by the Board and must submit themselves to such oral and written examination as the Board consider necessary. The examination test will vary according to the interests and qualifications of individual candidates. No syllabus is laid down, but normally each candidate will be required to write an English essay and to answer questions on non-technical subjects chosen by himself with the approval of the Board or bearing on the University courses upon which he desires to enter.

The purpose of the Examination is to test the educational fitness of a candidate for admission to a definite Faculty in a given University. Success in the examination does not qualify the candidate for admission to any other Faculty or University, and the examination is not recognised as a general matriculation examination. Further, successful candidates are not exempted from fulfilling the special requirements of the Faculty to which they desire to be admitted.

The University of Bristol

Under exceptional circumstances Senate may declare eligible for matriculation a candidate over the age of 23 on his submitting to Senate such evidence as it may deem sufficient of his previous education and attainments.

The University of Durham—Durham Colleges

Under exceptional circumstances, the Matriculation Board may declare eligible for matriculation a candidate over 23 years of age who desires to enter upon residence at Durham or at an Associated Theo-

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logical College, on his submitting to the Board such evidence as they may deem sufficient of his previous education and of examinations passed. The Board may interview the candidate at the date of the matriculation examination in June or July only, and submit him to such examination, written or oral, or both, as they may consider necessary.

The University of Durham—Armstrong College

Candidates more than 23 years of age may be permitted to matriculate if they produce satisfactory evidence of educational attainments. (This applies only to candidates whose native language is English.)

Reading

The University of Reading holds a special examination for approved candidates who are at least 25 years of age.

The University of Wales

Candidates must be 23 years of age and of suitable educational attainments.

Degree in Faculties of Arts and Music.—Students desiring to proceed to a degree in the Faculties of Arts and Music must satisfy the examiners in the writing of an English and Welsh essay of matriculation standard. They must submit themselves to a test of matriculation standard in three of the subjects enumerated below, in at least two of which they must satisfy the examiners :—

Greek, Latin, Mathematics, English, Welsh, French, German, Hebrew, History, Geography, Logic, Economics, Music, Education.

Degree in Faculty of Science.—Students desiring to proceed to a degree in the Faculty of Science, must submit themselves to tests in the writing of an English essay and in mathematics. Applicants desiring to enter upon courses in either of the Departments of Physics or Chemistry will also be required to satisfy the Heads of the Departments concerned that they are able to profit by the pursuance of at least the Intermediate Course in the subject.

APPENDIX G

CONSTITUTION OF UNIVERSITY EXTRA-MURAL COMMITTEES

ENGLAND

University of Oxford

DELEGACY FOR EXTRA-MURAL STUDIES

University Extension Committee

Elected by Congregation	3
Elected by Hebdomadal Council	2
Elected by Vice-Chancellor and Proctors	2
Co-opted by Delegacy and approved by Congregation	7

(The latter are nominated by organisations which from time to time provide the basis of local work.)

Tutorial Classes Committee

Similar constitution. The seven co-opted members are nominated by the W.E.A.

The two Committees of equal number and status, together with the Vice-Chancellor and Proctors, form the Delegacy for Extra-Mural Studies.

University of Cambridge

Board of Extra-Mural Studies

Vice-Chancellor	1
Senate	10
Nominated by Cambridge Local Centres Union	5
Nominated by W.E.A.	5

The Board has power to co-opt for two years at a time two members, one being a member of the Senate, and also has power to place on their Committees persons who are not members of the Board.

University of London ¹

Board to promote the Extension of University Teaching

The Chancellor	1
The Vice-Chancellor	1
The Chairman of Convocation	1

Such number of members of the Senate elected by the Senate as may from time to time be prescribed. [In 1927-28 = 15.]

Joint Committee for Promotion of Higher Education of Working People

Nominated by University Extension Board	7
Nominated by W.E.A.	7

University of Birmingham

Joint Committee for Tutorial Classes

University	9	Co-op. Union Central Council	1
Staffs Education Authority	1	Midland Adult School Union	1
Warwickshire	1	Co-op. Women's Guild	1
Worcester	1	W.E.T.U.C.	1
Tutorial Class Tutors	1	West Midland W.E.A.	6
Birmingham Trades Council	2	Birmingham City Council	1

University of Bristol

Joint Committee on Tutorial Classes

Vice-Chancellor (<i>ex officio</i>) (Chairman).	1
University Council	3
Senate	3
W.E.A.	7

Joint Extension Board of the University of Bristol ; University College, Southampton ; and the University College of the South-West of England, Exeter

University of Bristol	2
University College of Southampton	2
University College of the South-West of England, Exeter	2

The Vice-Chancellor of the University of Bristol is Chairman.

¹ The constitution of the University of London has recently been made the subject of an enquiry by a Royal Commission, and in consequence new statutes will be promulgated officially in October 1928.

Adult Education Committee of the Senate

Vice-Chancellor (<i>ex officio</i>)	1
Appointed by Senate	9

Chairman—The Director of Extra-Mural Studies.

University of Durham

DURHAM DIVISION

Board of Extra-Mural Studies

Council of the Durham Colleges	6
W.E.A.	6

ARMSTRONG COLLEGE DIVISION

Joint Committee for Tutorial Classes

Armstrong College	8
W.E.A.	8

Chairman appointed by Armstrong College ; with North-Eastern District Secretary, W.E.A. and Extra-Mural Organiser, Armstrong College, as Joint Secretaries.

University Extension Board

The Principal of Armstrong College (Chairman)	1
Representatives of L.E.A.'s appointed by College Council	3
On Nomination of Board of Professors	3
University Members of Joint Committee for Tutorial Classes appointed by Joint Committee	3
Non-University Members of Joint Committee for Tutorial Classes appointed by Joint Committee	3

Secretary, Extra-Mural Organiser, Armstrong College.

University College, Hull

At the time of the preparation of this Report the Extra-Mural Committees of the University College, Hull, were in process of formation. A Joint Committee for Tutorial Classes of a provisional character had been established, consisting of University College and W.E.A. representatives. This Committee had invited the Hull and Grimsby Trades Councils to nominate three additional representatives to serve on the Committee.

University of Leeds

University Extension and Tutorial Classes Committee

University	8
West Riding County Council	8
Leeds Education Committee	1
W.E.A.	7
Co-operative Union	2

University of Liverpool

University Extension Board

The Vice-Chancellor, the Treasurer and Secretary of Board (<i>ex officio</i>)	3
University Council	6
Nominated by Senate	10
Nominated by Board from various interested bodies	4
Nominated by Board from L.E.A.'s	12

Joint Committee for Tutorial Classes

Nominated by Board	12
Nominated by W.E.A.	12
Additional Members co-opted by Joint Committee	2

University of Manchester

Committee on Extra-Mural Work

Appointed by University Senate	10
Appointed by University Council	6
Association of Directors and Secretaries for Education	2
Association of Education Committees	2

Joint Committee for Tutorial Classes

University	11
Tutorial Class Tutors	2
W.E.A.	12

University College, Nottingham

DEPARTMENT OF ADULT EDUCATION

Joint Committee for Tutorial Classes

Nominated by Senate (including Professor in charge of Department)	9
W.E.A., East Midland Council	9

University Extension Committee

The Nine Representatives nominated by Senate for Joint	
Committee for Tutorial Classes	9
Nottinghamshire Education Authority	1
Nottingham Education Authority	1
Leicester Education Authority	1
Leicestershire Education Authority	1
Derby Education Authority	1
Derbyshire Education Authority	1
Lincoln Education Authority	1
Lindsey Education Authority	1
Kesteven Education Authority	1
Holland Education Authority	1
Nominated by Nottinghamshire Rural Community Council	2
Nominated by Leicestershire Rural Community Council .	2
Nominated by Derbyshire Rural Community Council .	2
Nominated by Governors of Loughborough College .	1
Nominated by Governors of Leicester College . . .	1
Nominated by East Midland District Council of W.E.A.	1
(Not more than six co-opted members.)	

The Delegacy for Extra-Mural Studies

The Delegacy consists of the Joint Committee and University Extension Committee in joint session.

There are also a Miners' Welfare Adult Education Joint Committee (Notts. and Derbyshire), and a Sub-Joint Committee at Loughborough College.

University of Reading*Joint Committee for Tutorial Classes*

Council	4
Senate	3
Reading Branch W.E.A.	7

Committee on External Lectures

Appointed by University	5
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University of Sheffield*Joint Committee for Tutorial Classes*

University	14
W.E.A.	12
West Riding County Council	5
Co-operative Union	1
Tutors' Association	1

CONSTITUTION OF EXTRA-MURAL COMMITTEES 191

University Extension Lectures Committee

The Vice-Chancellor	1
The Registrar	1
The Dean of the Faculty of Arts	1
The Dean of the Faculty of Pure Science	1
The Professor of Ancient History	1
The Professor of Zoology	1
The Professor of English	1
University Council	1

University College, Southampton

Joint Committee for Tutorial Classes

University College	7
W.E.A.	7

Joint Board with University of Bristol and University College, Exeter, for University Extension Lectures

University College, Southampton	2
University of Bristol	2
University College, Exeter	2

University College of South-West of England, Exeter

Joint Committee for Tutorial Classes

University College	8
W.E.A.	8

External Studies Committee

Academic members appointed by Senate (acting as Sub-Committee of Senate)	6
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WALES

University of Wales

University Extension Board

Vice-Chancellor	1
University Council	2
Academic Board	2
One member each of Councils of Constituent Colleges	4
Two from each of Tutorial Classes Joint Committee of Constituent Colleges	8
Local Education Authorities	6
Co-opted	6
Guild of Graduates	2
Central Students' Representative Council	1
Board of Celtic Studies	1
Faculty of Theology	1
Director of Music	1

Aberystwyth*Tutorial Classes Committee*

College Council	7
College Senate	6
Cardiganshire Education Committee	3
Montgomery Education Authority	2
Carmarthen Education Authority	2
Pembroke Education Authority	2
Radnor Education Authority	2
Brecon Education Authority	2
Merioneth Education Authority	2
W.E.A.	1
Tutors' Association	2
Director of Extra-Mural Studies	1
Agricultural Labourers' Union	1
Agricultural Organisation Society	1
Montgomery Recreation Association	1
Ministry of Agriculture	1
National Council of Music	1

Bangor*Joint Tutorial Classes Committee*

Chairman of College Council (<i>ex officio</i>)	1
Deputy Chairman of College Council (<i>ex officio</i>)	1
Principal (<i>ex officio</i>)	1
College Council	3
Senate	3
North Wales District Council W.E.A.	6
Tutors' Association	1
North Wales Quarrymen's Union	1

Cardiff*Advisory Committee for Tutorial Classes*

The Principal (<i>ex officio</i>)	1
Council (of whom two are representatives of the Glamorgan and Monmouthshire L.E.A.'s)	5
Senate	5
W.E.A. (Welsh District)	6
Glamorgan Education Authority	3
Monmouthshire Education Authority	1
Newport Education Authority	1
Cardiff Education Authority	1
Breconshire Education Authority	1

Swansea

Joint Committee for Tutorial Classes

The Principal	1
Council	4
Senate	5
W.E.A.	5
Breconsire Local Education Authority	2
Carmarthen Local Education Authority	2
Glamorgan Local Education Authority	2
Swansea Local Education Authority	2

SCOTLAND

University of Aberdeen

Aberdeen University and District Adult Education Committee

Appointed by the University Court (one to be a tutor nominated by his colleagues)	5
Appointed by Aberdeen Education Authority	3
Appointed by Aberdeenshire Education Authority	2
Appointed by Kincardineshire Education Authority	2
Appointed by the Aberdeen W.E.A.	4
Appointed by the Workers' Educational Trade Union Committee	1
Appointed by the Aberdeen Trades and Labour Council	3
Appointed by the Northern Co-operative Society	2
Appointed by the Independent Labour Party	2

University of St Andrews

Adult Education Committee

Appointed by the University Court	4
Appointed by the University Senatus	8
Appointed by Dundee Local Education Authority	2
Appointed by Fife Local Education Authority	4
Appointed by Forfarshire Local Education Authority	3
Appointed by Perth Local Education Authority	3
Appointed by W.E.A.	5

University of Edinburgh

Advisory Committee on Adult Education for South-East Scotland

University of Edinburgh	4
Edinburgh Education Authority	2
Midlothian Education Authority	2
East Lothian Education Authority	2
West Lothian Education Authority	2
Berwick Education Authority	2
Roxburgh Education Authority	2
Selkirk Education Authority	2
Edinburgh W.E.A.	2
Scottish Council of W.E.A.	1
British Broadcasting Corporation	1

University of Glasgow

Extra-Mural Education Committee

Appointed by the University Court	4
Appointed by the University Senate	4
Appointed by W.E.A.	8

West of Scotland Joint Committee on Adult Education

University of Glasgow	8
Glasgow Education Authority	3
Ayrshire Education Authority	3
Dumbartonshire Education Authority	3
Lanarkshire Education Authority	3
Renfrewshire Education Authority	3
W.E.A. (Scottish Council)	10

APPENDIX H

THE EXISTING PROVISION FOR NON-VOCATIONAL ADULT EDUCATION MADE BY CERTAIN LOCAL EDUCATION AUTHORITIES

Note.—The Committee would have liked to issue a general invitation to all Local Education Authorities to supply details of their work in adult education, but owing to the amount of time and labour that this would have involved, they have been obliged to restrict their enquiries to a limited number of authorities. Those who have supplied the information included in this Appendix have been selected either on account of their known activities in adult education, or as being representative of the different types of authorities and the various geographical areas.

- | | |
|---|--------------------------------------|
| 1. Birmingham (County Borough). | 22. Nottingham (County Borough). |
| 2. Bolton (County Borough). | 23. Sheffield (County Borough). |
| 3. Bristol (County Borough). | 24. Shropshire. |
| 4. Cornwall. | 25. Somerset. |
| 5. Derby (County Borough). | 26. Southampton (County). |
| 6. Durham (County). | 27. Staffordshire. |
| 7. Essex. | 28. Stoke-on-Trent (County Borough). |
| 8. Gloucestershire. | 29. Warwickshire. |
| 9. Kent. | 30. West Riding of Yorkshire. |
| 10. Lancashire. | |
| 11. Leeds (County Borough). | |
| 12. Leicestershire. | WALES |
| 13. Leicester (County Borough). | 31. Cardiff (County Borough). |
| 14. Liverpool (County Borough). | 32. Glamorganshire. |
| 15. London. | 33. Swansea (County Borough). |
| 16. Manchester (County Borough). | |
| 17. Middlesex. | SCOTLAND |
| 18. Newcastle-upon-Tyne (County Borough). | 34. Aberdeen (Burgh). |
| 19. Norfolk. | 35. Edinburgh (Burgh). |
| 20. Norwich (County Borough). | 36. Glasgow (Burgh). |
| 21. Nottinghamshire. | 37. Lanarkshire. |

NON-VOCATIONAL ADULT EDUCATION—ACTIVITIES OF CERTAIN LOCAL EDUCATION AUTHORITIES

ABBREVIATIONS

A. F. Adult Education.	Cte.	Committee.	H. E. Higher Education.	P. Lects. Public Lectures.
B. G. Annual Block Grant.	Cons.	Consultative.	Jt. Cte. Joint Committee.	R. C. C. Rural Community Council.
C. G. Class Grant.	F. M.	Extra-Mural.	Inst. Institute.	Schl. School.
C. B. County Borough.	Ext.	Extension.	L. F. A. Local Authority.	T. Tutorial.
Cty. County.	F. W. I.	Federation of Women's Institutes.	Lib. Library.	W. E. A. Workers' Educational Association.
Cl. Council.	Evg.	Evening.	Prep. Preparatory.	
Ct. Court.				

I. AID TO UNIVERSITIES PROVIDING ADULT EDUCATION FACILITIES

L. E. A.	Univ. and Cte. Aided.	Type of Classes Aided.	Method of Aid.	Degree of Control exercised by L. E. A.
1. BRIMMINGHAM.	Birmingham.	Gen. educul. work incl. (a) T., One-year and Prep. classes. (b) Ext. lects.	B. G. £15,000 for gen. purposes. Free accoun. available in elem. schls.	Repd. on govg. body. One condition of grant is main- tenance of T. classes and appt. of lecturers in such subjects as Economics, His- tory, and Literature with the definite object of giving lec- tures to adult workers at the Univ. or other places in Birmingham.
2. BOLTON.	Manchester.	Gen. educul. work incl. (a) T. classes. (b) P. lects.	B. G. £400 for gen. purposes.	One rep. on govg. body.

3. BRISTOL.	Bristol.	Gen. educ. work incl. A.E.	B.G. product of Id. rate for gen. purposes : £10 towards cost of Handbk. and Directory of A.E. issued by Cons. Cte. for A.E.	9 reps. Univ. Ct. 5 " Univ. Cl. 3 " Cons. Cte. for A.E.
4. CORNWALL.	Univ. Coll. of the S.W. of England, Exeter.	Gen. educ. work incl. (a) T. Class. (b) 8 Ext. courses (1926-27).	B.G. £500 for gen. purposes. Accodn. at nominal charge available in elem., sec., and tech. schools.	Repd. on gov. body. Usually consulted on Coll. proposals for A.E. in the Cty.
5. DERBY (C.B.).	(a) Nottingham Univ. Coll. (b) Cambridge.	(a) T. and One-year classes. (b) Ext. courses.	(a) C.G. £20 T., £10 One-year. (b) B.G. covering deficit up to £50. Free accodn. available in schls.	(a) 2 reps. A.E. Cte. Nottingham Univ. Coll. (b) Unofficial representn. on local cte.
6. DURHAM (County).	(a) Durham (Durham Divn.). (b) Durham T. classes Jt. Cte. (Durham Divn.).	(a) Gen. educ. work. (b) T. and Prep. T. classes.	(a) B.G. product of $\frac{1}{2}$ d. rate for gen. purposes. (b) C.G. £25 T., £15 Prep. approved by B. of E. Free accodn. available in elem. and sec. schls. Books from Cty. Lib.	A rep. on the Cl. of the Durham Colls. Classes are visited by L.E.A. officer. Tutors are apptd. and controlled by Jt. Cte.
7. ESSEX.	Cambridge. London.	5 Ext. courses.	C.Gs. of £10 (3 classes), £25, and £30 respectively. Accodn. at nominal charge available in elem., sec., and tech. schls.	Tutors apptd., by Univ. of Cambridge working in conjunction with small Local Advsy. Cte. Grants made to Bodies organising courses are decided after considn. of the finan. necessities.

I. AID TO UNIVERSITIES PROVIDING ADULT EDUCATION FACILITIES—continued

L. E. A.	Univ. and Cte. Aided.	Type of Classes Aided.	Method of Aid.	Degree of Control exercised by L. E. A.
8. GLOUCESTERSHIRE.	Bristol.	(a) Gen. educ. work incl. T. classes and A.E. in Cty. in co-opn. with R.C.C. and W.E.A. (30 centres in all). (b) Resident tutor has been apptd. by arrangement with Gloucestershire R.C.C. and confines T. work to 3 days a week; rest of time to short courses and pioneer work.	(a) B.G. product of $\frac{1}{2}$ d. rate for gen. purposes. (b) £100 by Gloucestershire R.C.C. (see III). Accdn. at nominal charge available in elem. and sec. schls.	Two reps. on Univ. Cl.
9. KENT.	London. Oxford. Cambridge.	(a) T. and Prep. classes. (b) Ext. lects.	(a) C.G. T. £30. (b) Grant based on statemt. of receipts. and expend. Free accdn. available (elem. and tech. schls.). Books lent through Cty. Lib.	Repd. on Kent and Sussex Jt. Cte.
10. LANCASHIRE.	(a) Liverpool and Manchester. (b) Oxford.	(a) T. and Prep. classes. (b) Ext. centre at St. Anne's. (Under L.E.A.'s. own arrangts. for	B.G. for E.M. work £500 Manchester and £300 Liverpool, out of which are assigned amounts for the classes stated. (C.G. T. £15, Prep. £10).	Three reps. govvg. body of Manchester and two reps. Liverpool Univs. Officers of the two Univs. and of the L.E.A. co-operate.

11. LEEDS.	<p>Leeds—Jt. Cte. of reps. of Univ., W.E.A. and L.E.A.</p> <p>Univ. Coll., Notting- ham. All classes and Ext. courses in area are supervised by Loughborough Coll. Sub. Jt. Cte., which is a sub-cte. of the Jt. Cte. for T. classes, Univ. Coll., Nottingham.</p>	<p>E.M. work, three courses are given by Manchester Univ. and two by Liverpool Univ. Courses are held at two centres under Gilchrist Educl. Trust.)</p> <p>(c) 12 cultural lects. at tech. schls. collect- ively in co-opn. with Univs.</p>	<p>Accodn. (elem., sec., and tech. schls.) available, usu- ally free.</p>
12. LEICESTERSHIRE.	<p>(a) A.E. Dept. of Lough- borough Coll. main- tained by the L.E.A.</p> <p>(b) T., One-year and Prep. T. classes, and nine lecture Ext. courses <i>not</i> <i>taken by L.E.A. staff</i> <i>tutors.</i> Univ. Coll., Nottingham, is re- sponsible for the classes.</p>	<p>(a) L.E.A. provides head of Dept. of A.E. and three full-time assistants.</p> <p>(b) C.G. £20 T., £15 One-year or Prep. T. class or Ext. course of 9 lects. L.E.A. assumes actual financial responsibility for the tutorial and non-tutorial work of the A.E. Dept. of Loughborough Coll.</p> <p>Accodn. at nominal charge available in elem. and tech. schls.</p>	<p>Repd. on Jt. Cte.</p> <p>Principal of Loughborough Coll. is an academic rep. of the Jt. Cte. for T. classes, Univ. Coll., Nottingham.</p> <p>Head of Dept. of A.E. is Jt. Hon. Sec. with the Sec., E. Midlands District W.E.A. of the Loughborough Coll. Sub- Jt. Cte. Principal of Coll. is Chairman.</p>

I. AID TO UNIVERSITIES PROVIDING ADULT EDUCATION FACILITIES—continued

L. E. A.	Univ. and Cte. Aided.	Type of Classes Aided.	Method of Aid.	Degree of Control exercised by L. E. A.
13. LEICESTER (C.B.).	(a) Nottingham Univ. Coll. (b) Cambridge.	(a) Four-year T. classes. (b) Ext. lects.	(a) B.G. £100. Free accodn. available in sec. schls. (b) B.G. £30 (to local cte.).	One rep. on Univ. Ext. Cte. and Delegacy for E.M. Studies, Nottingham Univ. Coll. Approval of classes.
14. LIVERPOOL.	Liverpool Univ. Ext. Bd.	T. classes (16).	C.G. £22, 10s. to Ext. Bd. £10, 10s. to W.E.A. provided class is recognised by B. of E.	2 reps. on govt. of Univ. Decides which classes it will aid.
15. LONDON.	London.	(a) T. classes. (b) Ext. lects. (c) P. lects. at Univ. Colls.	B.G.—(a) £1000; (b) £200; and in addn. up to £350 (1927-28), £600 (1928-29), £750 (1929-30), for courses held in connexion with the L.E.A.'s Literary Insts.; (c) £750. (b) Accodn. sometimes provided (usually tech. schls.).	Repd. on govt. of Univ.
16. MANCHESTER.	Manchester.	Gen. educul. work incl. (a) T. classes. (b) P. lects.	B.G. £8000 for gen. purposes.	Repd. on govt. body.
17. MIDDLESEX.	London.	(a) Three years T. classes W.E.A. (b) Ext. lects.	(a) C.G. £35. (b) B.G. not exceedg. £150 to Ext. Bd. Direct grants to certain individ. courses. Free accodn. available in schls. (mainly sec. and tech.).	Several L.E.A. officers act as Hon. Secs. of Univ. Ext. Centres. In some districts the Cte.'s local H.E. Cte. act as a Univ. Ext. Cte.

18. NEWCASTLE- UPON-TYNE.	Armstrong Coll.	Gen. work of coll. incl. A.E. Grant covers supply and supervision of all forms of A.E. in city.	Free loan of reference books from City Lib. B.G. for gen. purposes. £8200 (1928-29), (1929-30 product of ld. rate).	
19. NORFOLK.	Cambridge.	(a) T. class. (b) Ext. lects. (9 centres).	(a) C.G. £84 and travelling ex- penses. (b) Up to 50% of gross expend. provided full B. of E. grant, £22, 10s. is earned. Free accodn. available in elem. schls. Book grant to T. classes.	Asst. Sec. is member of Cam- bridge Univ. Bd. of E.M. Studies and its Lects., E.M. Student and Finance Ctes. Voice in choice of classes and tutors.
20. NORWICH.				
21. NOTTINGHAM- SHIRE.	1. Sheffield Univ. 2. Nottingham Univ. Coll.	(a) Three-year T., One- year Prep. T., and One-year classes, Term. courses. (b) Univ. Ext. courses. (c) P. lects. (see VI.).	1. B.G. £1000 for gen. pur- poses. 2. C.G. (a) Three-year T., £20. One-year Prep. T., £15. One-year class, £10. Term. course, £5. (b) Univ. Ext. courses—£1 a lect. to a max. of £15. Accodn. at small charge available in elem. schls. Classes use Notts. City Lib., to which L.E.A. makes an an- nual grant of £100 for this purpose.	One rep. on Univ. Ext. Cte. and Deptl. Cte. for A.E., Notting- ham Univ. Coll. When considg. estimates L.E.A. considers schedule of proposed classes and decides total number of classes and total grant. Receives annual reports on each class.

I. AID TO UNIVERSITIES PROVIDING ADULT EDUCATION FACILITIES—continued

L. E. A.	Univ. and Cte. Aided.	Type of Classes Aided.	Method of Aid.	Degree of Control exercised by L. E. A.
22. NOTTINGHAM (C.B.).	Nottingham Univ. Coll.	(a) Gen. educt. purposes. (b) T. and One-year classes.	(a) B.G. £14,600 for gen. purposes by City Cl. (b) C.G. £10 (total £100-£130).	(a) City Cl. constitutes Ct. of Coll. Governors. (b) One rep. A.E. Cte. Nottingham Univ. Coll. Approval of subjects.
23. SHEFFIELD.	—	—	—	—
24. SHROPSHIRE.	Birmingham.	(a) T. classes. (b) Ext. lects. (c) P. lects. on Health and Domestic Science.	B.G. variable, for gen. purposes; for W.E.A. classes grant towards gen. expenses. Free accoun. available (sec. or tech. schls.).	Repd. on govt. of Univ. Gen. approval of classes.
25. SOMERSET.	Bristol.	Gen. educt. work incl. A.E.	B.G. product of $\frac{1}{2}$ d. rate for gen. purposes. Accoun. at nominal charge available in elem. and tech. schls.	Repd. on Ct. of Univ. and on Univ. Cl.
26. SOUTHAMPTON (County).	Univ. Coll., Southampton.	Gen. educt. work. By virtue of its grant the L.E.A. awards Minor exhibitions (free instruction at Coll. evg. classes).	B.G. £1500 for gen. purposes.	
27. STAFFORDSHIRE. 1. North.	(a) Oxford—Jt. Cte. of Univ. and W.E.A. workg. in	(a) T. and Prep. One-year classes.	(a) C.G., T. £20, Prep. £10. Grant of £200 towards salary of resident tutor.	A Jt. Advsy. Cte. of reps. of Oxford Univ. and Staffs. and Stoke-on-Trent L.E.A.'s

<p>conjunct. with N. Staffs. Branch W.E.A.</p> <p>(b) Jt. Ext. Cte. Oxford and W.E.A. (Ext. lects. hitherto organised by local effort).</p>	<p>(b) Ext. lects.</p> <p>(a) Gen. educ. work.</p> <p>(b) T. and One-year classes.</p> <p>(c) Ext. lects. usually organised by local effort and provided by one of Univs.</p>	<p>(b) C.G. £12.</p> <p>Free accodn. available in elem. and tech. schls.</p> <p>Limited assistance (books) from Cty. Lib.</p> <p>(a) B.C. £125 for gen. purposes.</p> <p>(b) C.G. £20 T., £7, 10s. One-year; £200 towards the salary of resident tutor, Cannock Chase coalfield, who conducts classes of the ordinary type and short courses or single lects. Free accodn. available in elem. and sec. schls.</p> <p>Limited assistance (books) from Cty. Lib.</p>	<p>meets twice a year.</p> <p>Right to approve or disapprove syllabuses and the educt. quals. of any tutor, and to inspect classes.</p> <p>One rep. on Jt. Cte. Right to approve or disapprove syllabuses and educt. quals. of any tutor, and to inspect classes.</p>
<p>2. Stoke-on-Trent.</p> <p>1. Birmingham.</p> <p>2. Oxford (Delegacy for E.M. Studies).</p> <p>(b) Do. (4).</p> <p>(c) Ext. courses (4 × 12 lects.).</p> <p>(d) Ext. course (1 × 12 lects.).</p> <p>(e) P.lects. arranged by N. Staffs. Branch W.E.A.</p>	<p>1. B.G. for gen. purposes.</p> <p>2. (a) C.G. £15.</p> <p>(b) L.E.A. respons. for tutor's fee (£90 (3 courses)) (£100 (1 course)).</p> <p>(c) C.G. £12.</p> <p>(d) L.E.A. finan. respons. L.E.A. also pays Oxford £200 a year towards salary of resident tutor in N. Staffs.</p> <p>Free accodn. available in elem. and tech. schls. and town hall.</p>	<p>Cte. of 2 reps. Stoke, 2 reps. Staffs., and 3 reps. Oxford Del. E.M. Studies meets to discuss A.E. in N. Staffs.</p>	

I. AID TO UNIVERSITIES PROVIDING ADULT EDUCATION FACILITIES-- *continued*

L. E. A.	Univ. and Cte. Aided.	Type of Classes Aided.	Method of Aid.	Degree of Control exercised by L. E. A.
29. WARWICKSHIRE.	Birmingham and Cambridge through W.E.A.	T. classes. Ext. lects.	C.G. Birmingham, £10. C.G. Cambridge, £15 T. classes.	One rep. on the Jt. Cte. of the W.E.A. and Univ. of Birmingham. B. of E. refer all applications to L.E.A. for obsns. before approv. After meeting the demand for L.E.A. adult classes, services of the three Staff Lecturers are available for Jt. Cte. classes (see V.).
30. WEST RIDING OF YORKSHIRE.	(a) Jt. Cte. for Univ. T. classes. (1) Leeds. (2) Sheffield. (b) Oxford, Leeds, and Sheffield Univs. It is likely that Cambridge also will come into area. (c) (1) Leeds. (2) Sheffield.	(a) T. classes only. (1) and (2). (b) Ext. courses. (c) P. lects. (1) Public adminstn. (2) Local Govt.	(a) C.G. £25 T. payable to Jt. Univ., T. class Cte. (b) 75% of gross expend. or the net deficit whichever is the less. Grant paid to the local etc. (c) Organised on fee-paying basis. L.E.A. assists selected students to attend by means of grants. Free accodn. available in elem., sec. or tech. schls. (T. classes).	(1) Leeds Univ. L.E.A. 6 reps. on Univ. Cl. Jt. Cte. on Univ. Ext. lects. and T. classes, 8 reps. (2) Sheffield Univ. L.E.A. 4 reps. on Univ. Cte., and 2 reps. on Univ. Cl. Jt. U.T.C., 5 reps. As a condition of grants Leeds and Sheffield Univs. provide tutors for T. and One-year classes and lectures on aspects of Local Govt. and Public Adminstn.

WALES.
31. CARDIFF.

32. GLAMORGAN-
SHIRE.

Univ. of Wales.

Gen. educul. work, incl.
Ext. and P. lects.,
but not T. classes.

Product of 1d. rate for gen. purposes.
24 reps. on Univ. Govt. and 1 on Special Cte.
Proposed classes of L.E.A. and Univ. Ext. Bd. are compared to avoid overlapping.

33. SWANSEA.

(a) Univ. Coll. of
Swansea.

(a) L.E.A. gave premises and land valued at £39,000, plus £10,000 for adaptn. as Arts Dept. of the Coll. and Corporation £50,000 towards gen. expenses and the provision of Science Dept.

(b) Univ. of Wales.

(b) Gen. educul. work,
incl. work of Univ.
Ext. Bd.

(b) B.G. product of 1d. rate for gen. purposes.
Free accodn. available in elem. and tech. schls.

SCOTLAND.

34. ABERDEEN
(Burgh).

35. EDINBURGH.

36. GLASGOW.

37. LANARKSHIRE.

University is not aided.

In Scotland no grant is made to any voluntary bodies.
All grants must come through the L.E.A.

ADULT EDUCATION ACTIVITIES OF CERTAIN LOCAL EDUCATION AUTHORITIES
II. AID TO CLASSES ORGANISED BY THE W.E.A., NOT INCLUDED UNDER I.

L. E. A.	Nature of Classes Aided.	Method of Assistance.	Degree of Control exercised by L. E. A.
1. BIRMINGHAM.	Birmingham Branch of W.E.A.— Classes, study circles, courses of lectures, rambles, and socials, week-end schls. under the auspices of the Jt. Cte. (see I.) Playgoers' Club.	Free accodn. available in elem. schls.	To be represented on the new Fedn. Cl. (W.E.A.).
2. BOLTON.	One-year classes and Terminal courses.	C.G. £10, for not more than three classes. Free accodn. available in central schl.	Approval of lecturers and syllabuses of work.
3. BRISTOL.	Courses of evening lectures.	B.G. of £125.	—
4. CORNWALL.	One-year classes and Term. courses under B. of E. A.E. regs.	B.G. £75 to Jt. Cte. to cover all expenses of classes. Accodn. available at nominal charge in elem., sec., and tech. schls.	Jt. Cte.—6 reps. L.E.A. and 6 reps. W.E.A.
5. DERBY (C.B.).	W.E.A. conducts all classes through Jt. Cte. Nottingham Univ. Coll. (see I.).	—	—
6. DURHAM (County).	One-year classes (see V.) organised by W.E.A. and then taken over by L.E.A.	(a) B.G. £100. (b) Tutors paid by L.E.A. accdg. to L.E.A. scale. Free accodn. available in elem. and sec. schls., and also books from Cty. Lib.	Tutors must be registered on Cty. panel.
7. ESSEX.	Four courses.	C.G. £5 (2 classes), £8 and £10. Ac-	—

8. GLOUCESTER-SHIRE.	T. classes arranged by Westn. Dist. W.E.A.	B.G. £100 a year. Accodn. available at nominal charge in elem., sec., or tech. schls.	—
9. KENT.	One-year classes and Term. courses.	L.E.A. assumes finan. resp. for approved classes subject to annual reconsidern. ; free accodn. available in elem., sec., and tech. schls. Sets of books loaned through Cty. Lib.	Officers attend meetings of Dist. Educl. Advsy. Bd. who approve syllabuses and appoint teachers, subject to approval.
10. LANCASHIRE.	One-year classes and Term. courses in N.W. and W. Lanes. and Cheshire dists. ; subjects include economics, psychology, literature, philosophy, and appreciation of music.	Diffee. between tutor's fee and B. of E. grant, up to £10 a class. Accodn. available in elem., sec., and tech. schls. (usually free).	Approval of classes.
11. LEEDS.	One-year and Prep. classes.	Pays Tutors. Accodn. available at nominal charge in elem., sec., and tech. schools.	Approval of tutors and schemes of work. Inspection of classes.
12. LEICESTERSHIRE.	W.E.A. conducts all classes through Jt. Cte. Nottingham Univ. Coll. (see I.).	—	—
13. LEICESTER (C.B.).	T. class held at L.E.A. Adult School.	C.G. £10. Free accodn.	Approval of class and tutor.
14. LIVERPOOL.	One-year classes (13).	C.G. £10.	2 reps. on W.E.A. Cte.
15. LONDON.	One-year classes and Term. courses.	Pays tutors accordg. to L.E.A. scales. Accodn. (elem. or sec. schls.) available for classes "affiliated" to cvg. insts.	Approval and inspection of classes and tutors.

II. AID TO CLASSES ORGANISED BY THE W.E.A., NOT INCLUDED UNDER I.—*continued*

L. E. A.	Nature of Classes Aided.	Method of Assistance.	Degree of Control exercised by L. E. A.
16. MANCHESTER.	One-year classes and Term. courses.	B.G. £100 (1926-27).	Repd. on local W.E.A. Cte.
17. MIDDLESEX.	Prep. classes.	C.G. £5. Free accodn. in elem., sec., and tech. schls. Reference books loaned free from Cty. Libs.	—
18. NEWCASTLE-UPON-TYNE.	The question of aid to first year courses not directly controlled by the University is at present under consideration.		—
19. NORFOLK.	—	—	—
20. NORWICH.	One-year course.	C.G. £15. Room in sec. schl. provided.	B. of E. invites L.E.A.'s observations on proposals.
21. NOTTINGHAM-SHIRE.	W.E.A. conducts all classes through Jt. Cte. Nottingham Univ. Coll. (see I.).	—	—
22. NOTTINGHAM (C.B.).	—	—	—
23. SHEFFIELD.	One-year classes (8) in literature, European literature, musical appreciation, biology, Esperanto, etc.	C.G. £10.	Approval and inspection of classes.
24. SHROPSHIRE.	—	—	—
25. SOMERSET.	Gen. educ. work carried out by Westn. Dist. W.E.A.	B.G. £250. Accodn. available at nominal charge in elem. and tech. schls.	Approval of educ. programme and accounts of each centre.

26. SOUTHAMPTON (County).	One T. and two One-year classes; four Term. courses.	C.G. £20 T., £10 others, i.e. £80 in all. Free accodn. available in sec. schls. (The Educn. Cte. hope that the Cty. Cl. will make a grant of £140 during 1928-29).	Jt. Cte. of reps. Southn. Dist. Branch W.E.A. and L.E.A. (H.E. Sub-Cte.). Approval of subjects and qualifications of tutors, and inspection of classes.
27. STAFFORDSHIRE: 1. North.	(a) Shorter and more elem. classes conducted by W.E.A. Branch. (b) Week-end schools. (c) Summer school.	(a) No specific grant; payment of salary of resident tutor is supposed to cover classes taken by him (see VI.). Free accodn. available in elem., sec. and tech. schls. Limited assistance from Cty. Lib. (b) B.G. £10 towards organisation. Grant of £1 per student towards expenses of attendance up to max. of 15 students.	Approval of syllabuses and tutors, and inspection of classes.
2. South.	Prep. classes conducted by W. Midland Branch W.E.A.	C.G. £7, 10s. Free accodn. available in elem., sec., and tech. schls. Limited assistance from Cty. Lib.	Approval of syllabuses and tutors, and inspection of classes.
28. STROKE-ON-TRENT.	(a) N. Staffs Branch W.E.A. (b) Week-end schools. (c) Summer school.	(a) Free accodn. (elem. and tech. schls. and town hall) available. (b) B.G. £10 towards organisation. Grant of £1 per student towards expenses of attendance up to max. of 15 students.	—
29. WARWICKSHIRE.	One-year classes.	C.G. £10 (elem. or adv.). When possible L.E.A. staff tutors (see V.) are lent to W.E.A., and in addition a C.G. of £3 to £5 is made towards expenses. Accodn. at nominal charge available in elem. and sec. schls.	—

II. AID TO CLASSES ORGANISED BY THE W.E.A., NOT INCLUDED UNDER I.—*continued*

L. E.A.	Nature of Classes Aided.	Method of Assistance.	Degree of Control exercised by L.E.A.
30. WEST RIDING OF YORKSHIRE.	Yorkshire District W.E.A. in co-operation with L.E.A. One-year classes.	Accepts full financial respons. for cost of classes. Organising grant of £2 per One-year class. Lib. books are loaned. Free accodn. provided in elem., sec. and tech. schls, or if not available, in rented premises.	Approval of tutors and class subjects; inspection of classes. Classes are adopted by local managers under same conditions as other classes in tech. and evg. schls. Restriction of classes to members of any particular organism. not ordinarily allowed.
WALES.			
31. CARDIFF.	—	—	—
32. GLAMORGANSHIRE	—	—	—
33. SWANSEA.	—	—	—
SCOTLAND. (<i>Classes are organised under Continuation Classes Code.</i>)			
34. ABERDEEN (Burgh).	Economics, English literature, history and psychology. (University provides accodn. and gives a grant to provide for adnl. classes and cost of books, advertisements, etc.).	Pays tutors.	Approval of classes. Appoints tutors on recodn. of area Jt. Cte., on which L.E.A. has 5 seats of 20.
35. EDINBURGH.	Twenty courses in social science, economics, citizenship, archaeology and art, botany, chemistry, geology, music, appreciation, literature (New Testament, English, French, and Italian), history, psy-	Pays tutors.	Approval and control of classes. Appoints tutors nominated by W.E.A., 2 reps. on W.E.A. Advy. Cl.

36. GLASGOW.	chology, philosophy, etc. (held usually in Univ. buildings). English literature, economics, geography, social psychology.	Pays tutors. Free accoun. available in sec. and tech. schls.	Classes directly controlled. Appoints tutors, who must have status of Univ. lecturer. Four reps. A.E. Jt. Cte.
37. LANARKSHIRE.	Systematic courses of 20 lects. on literature, citizenship, psychology, and economics (6 centres).	Free accoun. in elem., sec., and tech. schls.	

ADULT EDUCATION—ACTIVITIES OF CERTAIN LOCAL EDUCATION AUTHORITIES

III. AID GIVEN TO VOLUNTARY ORGANISATIONS OTHER THAN W.E.A.

L. E. A.	Organisation and Type of Classes Aided.	Method of Aid.	Degree of Control exercised by L. E. A.
1. BIRMINGHAM.	A. National Industrial Alliance. B. Birmingham Co-operative Guild. C. Group of 6 colls. in Selly Oak district, including Fircroft Coll. (residential). D. Adult School Movement. E. Y.M.C.A. F. Association for Education in Industry and Commerce. A. B, C, F—Courses, Term. and One-year, on W.E.A. lines.	No assistance, but insts. are recognised by L.E.A. as part of the co-ordinated A.E. in area.	Courses are approved by L.E.A.; grant paid by B. of E.

III. AID GIVEN TO VOLUNTARY ORGANISATIONS OTHER THAN W.E.A.—*continued*

L. E. A.	Organisation and Type of Classes Aided.	Method of Aid.	Degree of Control exercised by L. E. A.
2. BOLTON.	—	—	—
3. BRISTOL.	—	—	—
4. CORNWALL.	(a) Women's Insts. and Ambulance Brigade. (b) Occasional lects. are given by Cty. Agricultural staff to Women's Insts., Farmers' Unions, and Chambers of Commerce.	Provides teachers of domestic subjects, for classes which are not confined to members of the insts. or bodies concerned.	Approves regulations governing classes.
5. DERBY (C.B.).	Derby Co-op. Provident Socy.	Accordn. available at nominal charges in schls.	—
6. DURHAM (County)	Women's Insts.; one-year classes organised by W.I. in the first place and taken over by L.E.A.	B.G. £50. Pays tutors, free accordn. available in elem. and sec. schls. and books from Cty. Lib.	Tutors must be registd. on Cty. panel (see V.).
7. ESSEX.	(a) A course of lects. provided by a literary socy. (b) Essex F.W.I.—for classes of an educd. character.	(a) Grant of £10. (b) Grant of £100. Accordn. available at nominal charge in elem., sec., and tech. schls.	Maintains close touch with F.W.I.
8. GLOUCESTERSHIRE.	(a) Gloucestershire F.W.I. Domestic science, upholstery, hygiene, etc. (b) Gloucestershire R.C.C.	(a) B.G. £250. Accordn. available at nominal charge in elem., sec., and tech. schls. (b) B.G. £250.	(a) Maintains close touch with F.W.I. and co-operates in finding tutors. Certain classes (<i>e.g.</i> cookery) are taken by L.E.A. staff. (b) Repr. on R.C.C. and sub-ctes.

9. KENT.

- (a) Women's Insts.
(a) Pays salaries and travelling expenses of tutors.
(a) Approval of classes and appt. of tutors on reco'dn. of Women's Fedn. Sends. reps. to annual meetings of Fedns.
- (b) English Folk Dance Socy.
(c) R.C.C.
(b) B.G. £15.
(c) B.G. £100 and C.Gs. in acce'dee. with agreement.
(c) Repd. on K.R.C.C. and Sub-Cte. Certain L.E.A. reps. are ex-off. members.

10. LANCASHIRE.

- Women's Insts.; about 120 lects. and demonstns. each session.
B.G. 75% of cost of an approved educt. scheme; grant assessed on the year's work (£100 1925-26, £85 1926-27). Acco'dn. usually provided in the inst. If not a small payment is made for use of other rooms.
Lects. given by Cty. medical and agricultural staff.

11. LEEDS.

- (a) Swarthmore Settlement.
(a) C.G. £10 a class meeting 20 times during session (classes meeting 12 to 20 times in proportion).
(b) Pays, and, if required, provides tutors.
(a) One rep. on Cte. Classes in political and religious subjects not aided.
(b) Approval and inspection of classes.

12. LEICESTERSHIRE.

- Demonstns. approved by Leicestershire R.C.C.
Repd. on Leicestershire R.C.C. Head of dept. of A.E. approves courses organised by R.C.C.
- Women's Insts.
£5 for each short course of 6 lects. organised by R.C.C. and not taken by staff of A.E. Dept., Loughborough Coll.
Grant of £70 is given for W.I. courses and B.G. £50 to Women's Insts.

III. AID GIVEN TO VOLUNTARY ORGANISATIONS OTHER THAN W.E.A.—*continued*

L.E.A.	Organisation and Type of Classes Aided.	Method of Aid.	Degree of Control exercised by L.E.A.
13. LEICESTER (C.B.).	(a) Sundry voluntary organisms. Classes on evg. inst. lines and not confined to adults. (b) Leicester and Dist. Educl. Study Socy.	(a) Pays salaries of tutors. (b) £10 towards cost of lects. Free accoun. available in sec schls.	(a) Control of classes. (b) Chairman of Ed. Cte. is president, Director of Education is chairman of Exec. Cte.
14. LIVERPOOL.	Amalgamated Socy. of Woodworkers. Two double classes (organised jointly by Socy. and Liverpool Univ. Ext. Bd.) on history and development of architecture.	£45 grant for each course.	—
15. LONDON.	Clubs, settlements, schls. for mothers, welfare centres, Co-op. Socy., Y.W.C.A. and hospitals. English, music, domestic and health subjects, physical training, etc.	Provides and pays tutors (evg. insts. scale). Accoun. available in elem. and sec. schls. for classes "affiliated" to evg. insts.	Approval and inspection of classes.
16. MANCHESTER.	Manchester and Salford Recreative Evg. Classes Cte., which provides voluntary teachers of handicrafts and physical training.	B.G. £150 (1926-27).	—
17. MIDDLESEX.	Women's Insts.	Tutors and demonstrators provided and paid (L.E.A. scale). Sets of books, plays and music free from Cty. Lib. Many W.I. are lib. centres.	Some of Cte.'s officers serve on Education Cte., Middlesex F.W.I.

18. NEWCASTLE- UPON-TYNE.			
19. NORFOLK.	(a) Women's Insts. (b) Norfolk and Norwich Musical Competition and Festival.	(a) Aids by judging competitions of craft, and occasional lects. (b) £10 a year.	(b) Educn. Sec. serves on Exec. Cte.
20. NORWICH.	(a) Norfolk and Norwich Musical Competition and Festival. (b) Y.W.C.A. evg. classes.	(a) £10 a year. (b) Pays tutors' salaries.	(a) Educn. Sec. serves on Exec. Cte. (b) Approval of tutors and classes ; inspection of classes.
21. NOTTINGHAM- SHIRE.	Classes are held in Women's Insts. in domestic subjects (including up- holstery and fruit bottling).	Classes are conducted by L.E.A. staff teachers, which bears cost except local expenses.	—
22. NOTTINGHAM (C.B.).	Y.W.C.A.—evg. classes for girls.	B.G. £20.	Approval and inspection of classes.
23. SHEFFIELD.	(a) Croft House Settlement (domestic subjects and physical training). (b) Rutland Hall Settlement (needle- work). (c) Sheffield Educnl. Settlement (various classes).	(a) B.G. £15. (b) C.G. £10. (c) B.G. £20.	Approval of classes and right of inspection by A.E. Jt. Cte. (see V.).
24. SHROPSHIRE.	Women's Insts. and village clubs. Short courses and demonstrations in domestic subjects.	Provides needlework and cookery teachers.	Approves classes and is repd. un- officially on Govg. Cte.
25. SOMERSET.	(a) Somerset F.W.I.	(a) B.G. £100.	(a) Approval of gen. statement of proposals and inspection of accounts of each centre.

III. AID GIVEN TO VOLUNTARY ORGANISATIONS OTHER THAN W.E.A.—*continued*

L. E.A.	Organisation and Type of Classes Aided.	Method of Aid.	Degree of Control exercised by L. E.A.
25. SOMERSET— <i>contd.</i>	(b) Somerset R.C.C.	(b) £150 a year towards salary of full-time resident tutor appointed by Bristol Univ. on terms agreed with R.C.C.	(b) Approval of tutors' programme of work. Cty. Educn. Sec. is a member of Educn. Cte. R.C.C.
26. SOUTHAMPTON (County).	Women's Insts. health subjects.	Provides staff travelling tutors. Free accodn. available in elem. and sec. schls.	Directly controls and inspects classes.
27. STAFFORDSHIRE (N. and S.).	Women's Insts.	£100 a year for educn. work outside the usual organism. of lects. provided by L.E.A. Provides tutors for organised courses and single lects. Free accodn. available in elem., sec. and tech. schls., and limited assistance given from Cty. Lib.	L.E.A. controls classes provided at the request of the W.I. Other classes organised by a Jt. Cte. of L.E.A. and Cty. F.W.I.
28. STOKE-ON-TRENT.	Voluntary organisms' classes of experimental nature.	Free accodn. (elem. and tech. schls. and town hall) available.	—
29. WARWICKSHIRE.	Women's Insts.	Pays up to £100 a year on submission of accounts (only part of the sum is spent on A.E.).	Approval of classes and tutors selected by F.W.I.
30. WEST RIDING OF YORKSHIRE.	(a) Educational Settlements Association. (b) Yorkshire Cty. F.W.I.	Classes are adopted by managers, and fully maintained as in the case of W.E.A. (One-year classes). Free	Approval and sometimes selection of tutors. Classes are adopted by local managers of tech. and

<p>(c) Local literary and musical societies, miners' rescue assns., church societies, clubs, etc.</p>	<p>accodn. available in elem., sec. and tech. schls.</p>	<p>evg. schls., subject to the same conditions as other classes. Restriction of classes to members of any particular organisn. not ordinarily allowed.</p>
<p>WALES. 31. CARDIFF. 32. GLAMORGANSHIRE. 33. SWANSEA.</p>	<p>— — —</p>	<p>— — —</p>
<p>SCOTLAND. 34. ABERDEEN (Burgh).</p>	<p>(a) St. Katherine's Club—dressmaking, cookery and dance movements. (b) Lads' Club—woodwork. (c) Girl Guides—cookery. (d) Girls' Guildry—cookery. (e) Y.W.C.A.—dressmaking. (f) V.A.D.—Esperanto, first aid. (g) Esperanto Society—Esperanto.</p>	<p>(a)-(e) provides tutors. Free accodn. available in elem., sec. and tech. schls. (f) and (g) free accodn. only provided. Provides tutors. Free accodn. available in schls.</p>
<p>35. EDINBURGH.</p>	<p>(a) Women's Rural Insts. (b) Women's Social Insts. (c) Co-op. Guilds. (d) Local literary societies.</p>	<p>Full control of classes and tutors.</p>
<p>36. GLASGOW.</p>	<p>L.E.A. is always prepared to conduct classes for voluntary organisations, e.g. settlement and co-op. assocs. Such classes are directly controlled by L.E.A., which works in conjunction with the voluntary organisations.</p>	<p>—</p>
<p>37. LANARKSHIRE.</p>	<p>—</p>	<p>—</p>

NON-VOCATIONAL ADULT EDUCATION—ACTIVITIES OF CERTAIN LOCAL EDUCATION AUTHORITIES

IV. AID GIVEN TO EDUCATIONAL INSTITUTIONS DEVOTED WHOLLY OR IN PART TO ADULT EDUCATION BUT NOT PROVIDED OR MAINTAINED BY THEM

L. E. A.	Type of Institution and Nature of Classes.	Method of Assistance.	Degree of Control exercised by L. E. A.
1. BIRMINGHAM.	Midland Inst. Cultural studies ; includes large schh. of music with day and evg. classes. Has various students' societies, and a course of popular weekly lects. during the winter session. Arts on non-vocational side.	B.G. £1775.	Repd. on govg. body.
2. BOLTON.	—	—	—
3. BRISTOL.	School of Architecture.	B.G. £200 for gen. purposes.	—
4. CORNWALL.	—	—	—
5. DERBY (C.B.).	—	—	—
6. DURHAM (County).	—	—	—
7. ESSEX.	—	—	—
8. GLOUCESTERSHIRE.	—	—	—
9. KENT.	—	—	—
10. LANCASHIRE.	—	—	—

11. LEEDS.	—	—	—
12. LEICESTERSHIRE.	—	—	—
13. LEICESTER (C.B.).	—	—	—
14. LIVERPOOL.	—	—	—
15. LONDON.	London Polytechnics, many of which provide non-vocational educn. as part of the scheme (<i>e.g.</i> , Regent Street Poly., Borough Poly.) and suchinstns. as Morley Coll., Berrnondsey and Mary Ward Settlements, and Toynbee Hall.	B.G., gen. educn. purposes incl. A.E.	Repd. on gov. bodies and lays down condns. as to organisa., curricula, and salaries and service of staff.
16. MANCHESTER.	—	—	—
17. MIDDLESEX.	(a) Hampstead Garden Suburb Instl. (b) Working Men's Coll.	(a) B.G. £1400 a year. (b) B.G. £100.	(a) Repd. on gov. body.
18. NEWCASTLE-UPON-TYNE.	—	—	—
19. NORFOLK.	—	—	—
20. NORWICH.	—	—	—
21. NOTTINGHAMSHIRE.	—	—	—
22. NOTTINGHAM (C.B.).	—	—	—
23. SHEFFIELD.	—	—	—
24. SHROPSHIRE.	Shropshire Tech. Schl. for Girls, Radbrook, Shrewsbury (day and residential) for instructn. of women and girls in all household arts. Students may specialise in any one subject.	B.G. £950 for gen. work and £150 a year for dairy instructn.	8 reps on gov. body.

IV. AID GIVEN TO EDUCATIONAL INSTITUTIONS DEVOTED WHOLLY OR IN PART TO ADULT
EDUCATION BUT NOT PROVIDED OR MAINTAINED BY THEM.—*continue!*

L. E. A.	Type of Institution and Nature of Classes.	Method of Assistance.	Degree of Control exercised by L. E. A.
25. SOMERSET.	Tech. insts. and schls. of art provide subjects of non- vocational educa.	Grant aid.	—
26. SOUTHAMPTON (County).	—	—	—
27. STAFFORDSHIRE (N. and S.).	—	—	—
28. STOKE-ON-TRENT.	—	—	—
29. WARWICKSHIRE.	—	—	—
30. WEST RIDING OF YORKSHIRE.	See V.	—	—
WALES.			
31. CARDIFF.	—	—	—
32. GLAMORGANSHIRE.	(a) Cardiff Tech. Coll. (b) Swansea Tech. Coll. and Schl. of Art.	(a) B.G. £1500 for gen. purposes. (b) B.G. £500 for gen. purposes.	Two reps. on gov. body in each case.
33. SWANSEA.	Glamorgan Cty. Agricultural Cte.; lects. on horti- culture, agriculture, poultry keeping, etc.	B.G. £500. for gen. pur- poses.	—

SCOTLAND.	
34. ABERDEEN (Burgh).	Nil.
35. EDINBURGH.	Nil.
36. GLASGOW.	<p>(a) West of Scotland Agricultural College.</p> <p>(b) Glasgow Veterinary College.</p> <p>(c) Glasgow School of Art.</p> <p>(d) Glasgow and West of Scotland College of Domestic Science.</p>
37. LANARKSHIRE.	<p>West of Scotland Agricultural Coll. Systematic courses of lects. on agriculture, agricultural book-keeping, horticulture, poultry keeping, etc.</p>
	<p>(a) £700 for gen. purposes.</p> <p>(b) £350 " "</p> <p>(c) £1500 " "</p> <p>(d) £200 " "</p>
	<p>1 rep. on gov. body.</p> <p>1 rep. " "</p> <p>3 reps. " "</p> <p>2 reps. " "</p>
	<p>B.G. £500 for gen. purposes. Free accoun.</p> <p>Two reps. on gov. body.</p> <p>Sixreps. on Adv. Cte. in Agricultural Instrucn. who arrange the classes.</p>

NON-VOCATIONAL ADULT EDUCATION—ACTIVITIES OF CERTAIN LOCAL EDUCATION AUTHORITIES

V. INSTITUTIONS DEVOTED WHOLLY OR IN PART TO ADULT EDUCATION AND PROVIDED AND/OR MAINTAINED BY L.E.A.

L. E. A.	Type of Institution.	Range of Subjects of Instruction.	Method of Administration.
1. BIRMINGHAM.	(a) Central and Branch Schls. of Art; Central, Handsworth and Aston Tech. Colls., and the Commercial Coll.	(a) Vocational and non-vocational educa.	—

V. INSTITUTIONS DEVOTED WHOLLY OR IN PART TO ADULT EDUCATION AND PROVIDED AND/OR MAINTAINED BY L.E.A.—*continued*

L.E.A.	Type of Institution.	Range of Subjects of Instruction.	Method of Administration.
1. BIRMINGHAM— <i>contd.</i>	(b) Adult Evg. Insts. (in elem. schls.). (c) Birmingham Athletic Inst.	(b) English, literature, elocution, history, music, modern languages, woodwork, first-aid and home nursing, and short courses of popular lects. Social and recreative activities are developed. (c) Specially allocated to physical training and social activities. (d) Courses for the training of teachers in teaching method.	Direct.
2. BOLTON.	(a) Tech. Coll. (b) Schl. of Art. (c) Women's Insts. (d) Evg. Schls.	(a) Economics, natural science, languages. (b) Gen. art, handicrafts. (c) Domestic subjects. (d) Domestic subjects, handicrafts, English, physical training, music, etc.	Direct.
3. BRISTOL.	Classes for adults in Evg. Insts. (in elem. and sec. schls.), Schl. of Cookery and Art Schl.	(a) Single subjects classes in domestic subjects, handicrafts, languages, music, gardening and physical training. (b) Prep. (gen. educn.) classes. (c) Other special classes for adults. All subject to opening numbers.	Direct.
4. CORNWALL.	Provision made for classes and lects. of non-vocational character as part of ordinary argts. for further educn.	English literature, history, health subjects, singing, physical training, art, etc.	Direct.
5. DERRY (C.B.).	(a) Tech. Coll. (b) Schl. of Arts and Crafts.	(a) Popular scientific lects. (b) Art and Craft subjects for cultural purposes.	Direct.

	(c) Schl. of Commerce.	(c) Domestic and handicraft subjects, physical training, languages, and literature.	Issues a handbook of A.E. facilities in area.
6. DURHAM (County).	One-year classes organised by W.E.A. or Women's Insts., and taken over by L.E.A.	Domestic and handicraft subjects, gen. non-vocational educn. and physical training.	Organised by W.E.A. or W.I., and afterwards controlled by L.E.A.
7. ESSEX.	Tech., Art and Evg. Schls.	Literature, music, drama, folk-dancing, physical training, general arts and crafts.	Direct through district sub-ctes.
8. GLOUCESTERSHIRE.	(a) Gloucestershire Coll. of Domestic Science. (b) Tech. Schls. and Evg. Insts.	(a) Domestic and health subjects. (b) Literature, art, languages, domestic subjects.	Direct.
9. KENT.	Considerable provision is made for classes and lects. of non-vocational character as part of the ordinary provision of further educn. The policy of separating vocational and non-vocational educn. is regarded with disfavour.	Literature, history, sociology, music, appreciation, domestic subjects and physical training. Social and recreational activities are developed in all centres.	Directly, through District Ctes. of the Kent Educn. Cte.
10. LANCASHIRE.	Tech. Schls.	30 classes, mainly music and English literature. Has recently appointed a full-time tutor for work in rural areas.	Tutors are appointed by local H.E. authorities of the districts, subject to L.E.A. approval.
11. LEEDS.	(a) Women's Evg. Insts. (in elem. and sec. schls.). (b) Coll. of Commerce. (c) Thoresby Evg. Schl.	(a) Art-craft work, literature, elocution, French, appreciation of music. (b) Public-speaking and debating, history, economics, literature, physical training and folk-dancing, appreciation of music, and modern languages. (c) Physical training, elocution and art-craft.	Direct.

V. INSTITUTIONS DEVOTED WHOLLY OR IN PART TO ADULT EDUCATION AND PROVIDED AND/OR MAINTAINED BY L.E.A.—*continued*

L. E. A.	Type of Institution.	Range of Subjects of Instruction.	Method of Administration.
12. LEICESTERSHIRE.	A.E. Dept. of Loughborough Coll. (Head of Dept. and 3 full-time tutors) (See also I. and III.)	T., One-year and Prep. classes and other approved classes formed by voluntary organisms. Pioneer work and less formal educ. work in co-operation with voluntary organisms. Single lects. and short courses.	A Sub-Cte. at Loughborough Coll. (reps. of Coll. Staff Jt. Cte. of Univ. Coll. and reps. of workers' organisms. nominated by W.E.A., receives applications for classes and nominates tutors for appt. by the Nottingham Univ. Coll. Jt. Cte.
13. LEICESTER (C.B.).	One Evg. Inst. (in a sec. schl.) caters exclusively for adults. Other Evg. Insts. provide non-vocational educn. for adults.	Economics, languages, mathematics, dramatic literature and elocution, wood-carving, wireless, photography, domestic and craft subjects.	Direct.
14. LIVERPOOL.	(a) Senior Evg. Insts. (b) City Tech. Schl. for women. (c) City Schl. of Commerce.	(a) Literature, languages, domestic subjects. (b) Domestic subjects. (c) Languages and literature.	Direct.
15. LONDON.	(a) Tech. Insts. — Non-vocational A.E. is provided to a limited extent. (b) Evening Insts. — Insts. devoted to A.E. (1) Women's for women and girls; (2) Literary; (3) Men's Insts. (in elem. and sec. schls.). All other Evg. Insts. provide	(a) Cultural subjects including physical training, domestic subjects, art and music. (b) (1) For women and girls — Domestic subjects, music, literature and elocution, physical training, etc. At some insts. more advanced work in citizenship and natural history is being developed.	(a) Direct in some cases through adv. sub-cte. (b) Direct.

<p>some instruct. in non-vocational subjects. (Specially adapted and furnished buildings are being provided for one literary and one men's inst.)</p> <p>(c) 29 "Cycle" courses in literature covering six sessions, and in history (five sessions) at various insts.</p>	<p>(a) Coll. of Technology.</p> <p>(b) Schl. of Art.</p> <p>(c) Coll. of Domestic Economy.</p> <p>(d) Evg. Schls.</p> <p>(e) High Schl. of Commerce.</p> <p>(f) Schl. for adults (Men) (in a day cont. schl. building).</p> <p>(g) Classes for unemployed men and women.</p> <p>(h) Lects. for teachers. Courses and single lects. (one course is open to general public).</p>	<p>Senior Tech. Insts. providing courses of lects. on non-vocational subjects.</p>
<p>16. MANCHESTER.</p>	<p>(a) Industrial admin., social welfare work, science.</p> <p>(b) Special classes for adults and welfare workers.</p> <p>(c) and (d) Domestic subjects, handicrafts, English, elocution, physical training, health subjects, appreciation of music, etc.</p> <p>(e) Economics, social problems, industrial and economic history, languages, literature, geography and history.</p> <p>(f) Gen. educ. subjects, economics and social and industrial history.</p> <p>(g) Cultural subjects, languages, domestic subjects, hygiene and physical training.</p> <p>(h) Literary, historical, geographical, scientific subjects.</p>	<p>Art, literature, travel, music, etc.</p>
<p>(2) Devoted entirely to A.E. Social science, history, literature, music appreciation, etc., for students of both sexes.</p> <p>(3) For men only. Physical training, handicrafts, hobbies and "cultural" subjects. Junior insts. provide similarly for youths (14-18) and are linked with men's insts.</p> <p>Social activities and corporate life developed in all types of evg. insts.</p>	<p>(a) Industrial admin., social welfare work, science.</p> <p>(b) Special classes for adults and welfare workers.</p> <p>(c) and (d) Domestic subjects, handicrafts, English, elocution, physical training, health subjects, appreciation of music, etc.</p> <p>(e) Economics, social problems, industrial and economic history, languages, literature, geography and history.</p> <p>(f) Gen. educ. subjects, economics and social and industrial history.</p> <p>(g) Cultural subjects, languages, domestic subjects, hygiene and physical training.</p> <p>(h) Literary, historical, geographical, scientific subjects.</p>	<p>Direct through sub-ctes. acting as governors.</p>
<p>17. MIDDLESEX.</p>		
<p>18. NEWCASTLE-UPON-TYNE.</p>		
<p>19. NORFOLK.</p>		

V. INSTITUTIONS DEVOTED WHOLLY OR IN PART TO ADULT EDUCATION AND PROVIDED AND/OR MAINTAINED BY L.E.A.—*continued*

L. E. A.	Type of Institution.	Range of Subjects of Instruction.	Method of Administration.
20. NORWICH.	(a) Senior Evg. Insts. (in elem. and sec. schls. (b) Tech. Insts.	(a) Cultural and domestic subjects, physical training, languages, music, art, ethics and psychology, economics. (b) Botany, domestic subjects, art, health subjects.	Direct.
21. NOTTINGHAM-SHIRE.	Evg. Insts. (in elem. schls. chiefly).	Non-vocational, cultural, literary, physical training, and domestic subjects are provided in addition to the ordinary curricula. Three new tech. colls. in course of erection will provide good accomdn. for A.E. purposes, and in elem. schls. furniture suitable for adults is being provided.	Direct, through local ctes.
22. NOTTINGHAM (C.B.).	Evg. Insts. (in elem. and sec. schls.).	All grades catered for, but no specific provision for Adults.	Direct.
23. SHEFFIELD.	A.E. Jt. Cte. set up by L.E.A. arranges series of lects.	Social science, science, music, geography, history, literature, etc.	Votes £500 annually for lects., class grants (see II. and III.) and issues a handbook of A.E. facilities in area. Has set up an A.E. Jt. Cte. consisting of 36 members (13 L.E.A., 3 Univ. of Sheffield, 3 Libraries and Museums Cte. and 17 reps. of voluntary bodies).
24. SHROPSHIRE.			

25. SOMERSET.	Tech. Insts., Schls. of Art, and Evg. Continuation Classes.	Subjects of non-vocational educn.	Direct.
26. SOUTHAMPTON (County).	Occasional short courses have been given on request, or aided when applied for by local ctes., <i>e.g.</i> Oxford Univ. Ext. Lects. or Lects. by staff of Univ. Coll., Southampton.		
27. STAFFORDSHIRE (N. and S.).	Tech. Colls., Art Schls. and Senior Insts. (A.E. to limited extent).	Literature, languages, economics, artistic crafts and music.	Direct, or by Bds. of Governors.
28. STOKE-ON-TRENT.	Senior Evg. Insts. and Schls. of Art.	Cultural subjects (no special classes for adults).	Direct.
29. WARWICKSHIRE.	One-year classes (usually in elem. and sec. schls.).	Industrial history, general history and literature.	Direct. Three full-time staff lecturers in industrial history, general history and literature respectively, are responsible for a certain amount of pioneer and organising work.
30. WEST RIDING OF YORKSHIRE.	(a) A large number of adult non-vocational classes, such subjects as literature, elocution, music, appreciation, handicrafts, health subjects, history. In the West Riding Area the distinction between "aided" and "maintained" schls. and insts. relates rather to historical origin and ultimate responsibility as regards audit, and not to the amount of financial assistance given. In both aided and maintained schls. the Authority finances the schl. or inst. within the limits of approved estimates. (b) A few lectures suggested by local Lib. Ctes. have been given.		Admn. is rarely direct; usually by govgt. bodies appt. locally under arrangts. approved by L.E.A. L.E.A. has set up special A.E. Sub-Cte. (In plans of two new tech. insts. provision is being made for a classroom furnished for adult classes.)

V. INSTITUTIONS DEVOTED WHOLLY OR IN PART TO ADULT EDUCATION AND PROVIDED AND/OR MAINTAINED BY L.E.A.—*continued*

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L. E. A.	Type of Institution.	Range of Subjects of Instruction.	Method of Administration.
WALES.			
31. CARDIFF.	Part-time evg. classes at Cardiff Tech. Coll.	Extent of provision for A. E. not stated.	Direct.
32. GŶMORGAN-SHIRE.	Tech. and evg. schls. (in elem. and sec. schls.).	(1) In vocational courses "cultural" subjects are included. General courses and classes in languages, art subjects, science and mathematics, health subjects, music, physical drill and demonstrations, in cookery. (2) Prelim. courses for adults include English, drawing and elem. science, and maths. L.E.A. employs full-time travelling tutors, subjects including economics and industrial history.	Direct. Local Managing Ctes. recommend classes and teachers and visit classes.
33. SWANSEA.	(a) Municipal Tech. Coll. (b) Art. Schl. and (c) Evg. insts. (in elem. and sec. schls.).	(a) and (c) Industrial, scientific, and commercial instruction; languages, health, craft, general cultural and domestic subjects, and physical training. (b) General art and crafts.	Direct.
SCOTLAND.			
34. ABERDEEN (Burgh).	Continuation schls. (in elem. and sec. schls.).	Domestic subjects, handicrafts, languages, arithmetic, English literature, elocution, music, and physical training.	

35. EDINBURGH.	Continuation schls. (in elem. and sec. schls.) and in particular two educul. insts. for adults. Classes in English and book-classification organised at the P. Lib. for lib. assts.	Domestic subjects, handicrafts, English, elocution, languages, health subjects, music, shorthand, book-keeping, reporting, and physical training.	Direct.
36. GLASGOW.	Non-vocational adult classes in subjects such as English literature, wireless, electricity, photography, etc.		Direct.
37. LANARKSHIRE.	Coatbridge Tech. Schl. and Mining Coll.	Modern English literature; modern aspects of science, industrial organism. and production.	Direct.

NON-VOCATIONAL ADULT EDUCATION—ACTIVITIES OF CERTAIN LOCAL EDUCATION AUTHORITIES

VI. OTHER SYSTEMS OF PROVISION AND CONTROL NOT DEALT WITH UNDER I.-V. (*e.g.* JOINT ARRANGEMENTS WITH ANOTHER L.E.A. OR BODY.)

L. E. A.	Nature of Joint Arrangement.	Allocation of Cost.	Degree of Control.
1. BIRMINGHAM.	—	—	—
2. BOLTON.	—	—	—
3. BRISTOL.	—	—	—
4. CORNWALL.	—	—	—
5. DERBY (C.B.)	—	—	—

VI. OTHER SYSTEMS OF PROVISION AND CONTROL NOT DEALT WITH UNDER I. V.—*continued*

L. E. A.	Nature of Joint Arrangement.	Allocation of Cost.	Degree of Control.
6. DURHAM (County).	—	—	—
7. ESSEX.	See LONDON.	—	—
8. GLOUCESTERSHIRE.	—	—	—
9. KENT.	<p>There are Students' Assocs. for social and recreative activities, including sports, literary, dramatic, debating, etc., societies, general lects., photography, wireless, etc. Assistance given by Cte. on consideration of return of receipts and expenditure. These assocs. are largely self-supporting. The L.E.A. has entered into a reciprocal arrangement with the London County Council, the Croydon Authority, and the East Sussex Authority for the admission of out-county students on payment of normal fees. The Cte. pay each year to the L.C.C. and the Croydon Authority agreed amounts for all students. The agreement with the East Sussex Authority is on a <i>per capita</i> basis for authorised Kent students.</p>		
10. LANCASHIRE.	—	—	—
11. LEEDS.	—	—	—
12. LEICESTERSHIRE.	For A.E. Dept. of Loughborough Coll. see V.	—	—
13. LEICESTER (C.B.).	—	—	—
14. LIVERPOOL.	—	—	—
15. LONDON.	<p>Special arrangements with certain L.E.A. around London for the admission of out-county students to the Council's educat. institutions, including those for A.E. Middlesex and Kent pay annually an agreed sum. Other Authorities such as West Ham, East Ham, Surrey, Hertfordshire, and Essex pay the part or all of the difference between London fees and the actual cost of the instruction received by each authorised student.</p>		

16. MANCHESTER.	—	—	—	—
17. MIDDLESEX.	See LONDON.	—	—	—
18. NEWCASTLE-UPON-TYNE.	—	—	—	—
19. NORFOLK.	—	—	—	—
20. NORWICH.	—	—	—	—
21. NOTTINGHAMSHIRE.	Lectures and short courses are arranged by the Nottinghamshire R.C.C. who receive a B.G. £100.	—	—	—
22. NOTTINGHAM (C.B.).	—	—	—	—
23. SHEFFIELD.	—	—	—	—
24. SHROPSHIRE.	—	—	—	—
25. SOMERSET.	—	—	—	—
26. SOUTHAMPTON (County).	—	—	—	—
27. STAFFORDSHIRE. 1. North.	Staffordshire and Stoke-on-Trent L.E.A. join in paying greater part of cost of resident tutor for area.	Between Staffs. and Stoke-on-Trent L.E.A. and Oxford Univ.	Adv. Cte. of reps. of Oxford Univ. and the two L.E.A. to smooth difficulties and exchange views on policy. Jt. Cte. appoints tutor after consultation with the two L.E.A.	
2. South.	L.E.A. pays part of cost of resident tutor for South Staffs.	Between Staffs L.E.A. and Jt. Cte. of Birmingham Univ. and W.E.A.	L.E.A. repd. on Jt. Cte. which controls tutor. Jt. Cte. appoints tutor on recommendation of a sub-cte. on which L.E.A. and Jt. Cte. have equal representation.	

VI. OTHER SYSTEMS OF PROVISION AND CONTROL NOT DEALT WITH UNDER I. V.—*continued*

L. E. A.	Nature of Joint Arrangement.	Allocation of Cost.	Degree of Control.
28. STOKE-ON-TRENT.	See 27 above.	—	—
29. WARWICKSHIRE.	—	—	—
30. WEST RIDING OF YORKSHIRE.	Where West Riding residents attend non-vocational classes for which a West Riding C.B. accepts finan. respons., such students rank for Capitation Grant under the terms of the Authority's agreement with the C.B. concerned.		
WALES.			
31. CARDIFF.	—	—	—
32. GLAMORGANSHIRE.	—	—	—
33. SWANSEA.	Acts jointly with a number of other Welsh L.E.A. in providing South Wales and Monmouthshire Coll. of Domestic Arts.		
SCOTLAND.			
34. ABERDEEN (Burgh).	—	—	—
35. EDINBURGH.	—	—	—
36. GLASGOW.	—	—	—
37. LANARKSHIRE.	—	—	—

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